DOCUMENT RESUME

ED 192 696 HE 013 181

AUTHOR Nichols, David L.
TITLE College Student Perceptions. Three-Year Follow-Up of 1973 Freshmen: A Study of Personal and Interpersonal Development.
INSTITUTION State Univ. of New York, Buffalo.
PUB DATE Jul 80
NOTE 99p.
AVAILABLE FROM Student Testing and Research, State University of New York, 316 Harriman Library, Buffalo, NY 14214

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *College Environment: College Freshmen: *College Students: Comparative Analysis: Followup Studies: Higher Education: *Individual Development: *Interpersonal Competence: Longitudinal Studies: Parent Student Relationship: Personality Traits: School Surveys: Self Concept: Sex Differences: *Student Characteristics: *Student College Relationship: Student Development
IDENTIFIERS *State University of New York Buffalo

ABSTRACT

During the orientation program for freshmen at the State University of New York at Buffalo in 1973, students were surveyed by questionnaire. In 1976 a followup survey was sent to a random sample of 700 of those students, 40 percent of whom responded. The latter survey consisted of 301 multiple choice items, 127 of which are identical to the original questions. The survey covered student activities, interpersonal relationships (frequency of association, understanding the values of others, comfort in association with others, willingness to discuss most personal feelings, willingness to discuss important decisions), relationship with parents, and personal characteristics (self-description, positive traits, negative traits, ability to cope, and change and reasons for change). In each category, responses for freshmen and juniors, for men and women, and changes over the three years are analyzed. It is concluded that while interpersonal relationships seem to mature in college, certain personality characteristics seem to suffer: juniors were found to be more pessimistic, less open to ideas, less enthusiastic and self-disciplined, and less able to cope with success, competition, and loneliness than as freshmen. It is recommended that colleges and universities examine the ways in which their environments may hamper or foster this kind of personal development. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192696

COLLEGE STUDENT PERCEPTIONS

THREE-YEAR FOLLOW-UP OF 1973 FRESHMEN:
A Study of Personal and Interpersonal Development

David L. Nichols

U.S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SUNY
Buffalo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE013181

Student Testing and Research
Division of Student Affairs
STATE UNIVERSITY OF NEW YORK AT BUFFALO
July 1980

Student Testing and Research
Division of Student Affairs
State University of New York at Buffalo

COLLEGE STUDENT PERCEPTIONS SURVEY
Profiles of 1979 Freshmen

LIST OF TABLES

Table

1.1 High School Academic Data
1.2 High School Experience and Attitude Toward College Attendance
1.3 Influence of Twenty-Two Factors in Decision to Attend SUNY/B
1.4 Degree Plans
1.5 Choice of Major
1.6 Certainty of Keeping Major Field Choice
1.7 Anticipated Characteristics of SUNY/B Faculty
1.8 Anticipated Characteristics of SUNY/B Administrators and Staff
1.9 Anticipated Characteristics of SUNY/B Students

2.1 Sex, Admission Program, Residence Status, Age
2.2 Living Arrangements
2.3 Extent of Problems
2.4 Enjoyment of Activities
2.5 Importance of Two Religious Factors

3.1 Description of Family
3.2 Family Factors
Family Support
Relationship with Parents
Importance of Attending and of Completing College
3.3 Persons with Whom Respondent Consults in Important Decisions
3.4 Persons with Whom Respondent Feels Free to Discuss Most Personal Feelings
3.5 Frequency of Association with Various People
3.6 Comfort in Association with Various People

4.1 Intellectual Development
Self-Rating of Eight Intellectual Characteristics
Importance to Respondent of Possessing Eight Intellectual Characteristics
Expected Contribution of the University Experience to Development of Eight Intellectual Characteristics
4.2 Educational Development
Self-Rating of Knowledge in Five Academic Areas
Importance to Respondent of Possessing Knowledge in Five Academic Areas
Expected Contribution of the University Experience to Knowledge in Five Academic Areas
4.3 Aesthetic Development
Self-Rating of Seven Aspects of Aesthetic Development
Importance to Respondent of Seven Aspects of Aesthetic Development
Expected Contribution of the University Experience to Seven Aspects of Aesthetic Development
4.4 Vocational Development
Self-Rating of Two Aspects of Vocational Development
Importance to Respondent of Two Aspects of Vocational Development
Expected Contribution of the University Experience to Two Aspects of Vocational Development

OVER

Table

4.5 Civic Development
Self-Rating of Two Aspects of Civic Development
Importance to Respondent of Two Aspects of Civic Development
Expected Contribution of the University Experience to Two Aspects of Civic Development
4.6 Interpersonal Development
Self-Rating of Four Interpersonal Skills
Importance to Respondent of Possessing Four Interpersonal Skills
Expected Contribution of the University Experience to Development of Four Interpersonal Skills
4.7 Personal Development
Self-Rating of 18 Characteristics or Abilities
Importance to Respondent of Possessing 18 Personal Characteristics or Abilities
Expected Contribution of the University Experience to Development of 18 Personal Characteristics or Abilities

Student Testing and Research
Division of Student Affairs

COLLEGE STUDENT PERCEPTIONS

1979 FRESHMEN

Please check data set(s) desired.

I. TABLES OF THE DISTRIBUTION OF RESPONSES AND MEANS AND STANDARD DEVIATIONS

_____ Residents

_____ Commuters

_____ Educational Opportunity Program

_____ Regular Admission

Geographic Area

_____ 8th Judicial District

_____ Metro New York City

_____ Other New York Counties

_____ School of Architecture & Environmental Design

_____ Faculty of Arts and Letters

_____ School of Engineering and Applied Sciences

_____ Faculty of Health Sciences

_____ School of Management

_____ Faculty of Natural Sciences and Mathematics

_____ Faculty of Social Sciences

_____ Undecided Major

II. TABLES OF MEANS AND STANDARD DEVIATIONS AND RANK ORDER OF MEANS

_____ Means of the total sample by Faculties and Schools of the Intended Major

_____ Means of the total sample by Sex, Residence and Admission Group

_____ Means of the total sample by Geographic Area

_____
Name

_____
Address

_____

_____

ACKNOWLEDGEMENTS

The author is most grateful for the assistance provided by the following individuals:

H. William Coles, who often suggested a better way of getting the point across;

Karen Scarborough, who put in endless hours typing the manuscript and figuring out better ways of setting up the tables;

Dolores Gerber, who assisted in the typing of the manuscript;

the SUNY/B students, whose response to two lengthy and demanding questionnaires made this report possible.

FOREWORD

Student Testing and Research, of the Division of Student Affairs, State University of New York at Buffalo (SUNY/B), conducts research to evaluate the impact of SUNY/B on the personal, social, intellectual and professional development of its students.[1] The primary source of such information is, of course, the students. Much of the information gathered on the students comes from the *College Student Perceptions Survey* (CSPS) which, for a number of years, has been administered to students at various stages in their college career. This study investigates the social and personal development of a group of students who responded to the CSPS as incoming freshmen in 1973 and three years later in the Spring of 1976. Descriptions of characteristics of these students as entering freshmen and as second semester juniors are useful in understanding the nature of their development and in studying the contribution of their college experience to the various facets of their development. This study and others conducted by Student Testing and Research are also useful in assessing the strengths and weaknesses of the university.

---

[1] A list of reports of this research, with a brief description of their contents, is available upon request from Student Testing and Research, 316 Harriman Library, 3435 Main Street, SUNY at Buffalo, Buffalo, N.Y. 14214.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS . . . . . *iii*
FOREWORD . . . . . *v*
TABLE OF CONTENTS . . . . . *vii*
LIST OF TABLES . . . . . *xi*

CHAPTER

I METHOD 1

SAMPLE 1
QUESTIONNAIRES 2
DATA ANALYSIS 3
PRESENTATION OF DATA 3

II ACTIVITIES 7

FRESHMEN 7
JUNIORS 9
CHANGES 10
SEX DIFFERENCES 11
SUMMARY 11

III INTERPERSONAL RELATIONSHIPS 13

FREQUENCY OF ASSOCIATION 14

Freshmen 14
Juniors 16
Changes 17
Sex Differences 17

UNDERSTANDING THE VALUES OF OTHERS 18

Freshmen 18
Juniors 20
Changes 21
Sex Differences 21

COMFORT IN ASSOCIATION WITH OTHERS 22

Freshmen 22
Juniors 24
Changes 24
Sex Differences 25

WILLINGNESS TO DISCUSS MOST PERSONAL FEELINGS 25

Freshmen 27
Juniors 27
Changes 28
Sex Differences 28

WILLINGNESS TO DISCUSS IMPORTANT DECISIONS 29

Freshmen 29
Juniors 29
Changes 31
Sex Differences 31

SUMMARY 31

CHAPTER

IV RELATIONSHIP WITH PARENTS 33
RELATIONSHIP WITH MOTHER 33
Freshmen 34
Juniors 37
Changes 39
Sex Differences 39
RELATIONSHIP WITH FATHER 39
Freshmen 41
Juniors 43
Changes 44
Sex Differences 45
SUMMARY 45
V PERSONAL CHARACTERISTICS 47
SELF-DESCRIPTION 48
POSITIVE TRAITS 49
Freshmen 49
Juniors 51
Changes 51
Sex Differences 53
NEGATIVE TRAITS 53
Freshmen 53
Juniors 55
Changes 55
Sex Differences 55
ABILITY TO COPE 56
Freshmen 56
Juniors 56
Changes 58
CHANGE AND REASONS FOR CHANGE 59
SUMMARY 67
VI SUMMARY 75
REFERENCES 81
APPENDIX 83

LIST OF TABLES

TABLE

1.1 1973 SAMPLE and 1966 SAMPLE BY SEX 2

2.1 ENJOYMENT OF ACTIVITIES IN 1973 AND 1976 8

3.1 FREQUENCY OF ASSOCIATION WITH NINE CATEGORIES OF PEOPLE IN 1973 AND 1976 15

3.2 UNDERSTANDING THE VALUES OF EIGHT CATEGORIES OF PEOPLE IN 1973 AND 1976 19

3.3 COMFORT IN ASSOCIATING WITH ELEVEN CATEGORIES OF PEOPLE IN 1973 AND 1976 23

3.4 WILLINGNESS TO DISCUSS PERSONAL FEELINGS WITH SIX CATEGORIES OF PEOPLE IN 1973 AND 1976 26

3.5 WILLINGNESS TO DISCUSS IMPORTANT DECISIONS WITH SIX CATEGORIES OF PEOPLE IN 1973 AND 1976 30

4.1 RELATIONSHIP WITH MOTHER IN 1973 AND 1976 35

4.2 RELATIONSHIP WITH FATHER IN 1973 AND 1976 40

5.1 DESCRIPTION OF SELF IN 1973 AND 1976 - POSITIVE TRAITS 50

5.2 DESCRIPTION OF SELF IN 1973 AND 1976 - NEGATIVE TRAITS 54

5.3 DESCRIPTION OF SELF IN 1973 AND 1976 - ABILITY TO COPE TRAITS . 57

5.4 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN MORE POSITIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN 60

5.5 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN MORE NEGATIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN 63

5.6 REASONS WHY STUDENTS DESCRIBED THEMSELVES AS BETTER ABLE TO COPE AS JUNIORS THAN AS INCOMING FRESHMEN 65

5.7 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN LESS POSITIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN 68

5.8 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN LESS NEGATIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN 70

5.9 REASONS WHY STUDENTS DESCRIBED THEMSELVES AS LESS ABLE TO COPE AS JUNIORS THAN AS INCOMING FRESHMEN 72

CHAPTER I

METHOD

SAMPLE

In the fall semester of 1973, 2,148 women and men entered the State University of New York at Buffalo (SUNY/B) as full-time freshmen.[1]

All the incoming freshmen were invited to attend one of twelve conferences of the Summer Orientation Program, a program designed to familiarize students with the college environment before they enter SUNY/B. At the beginning of each conference, a questionnaire, the *College Student Perceptions Survey* (CSPS) was administered to the students. A total of 1,875 usable surveys was completed. Approximately three years later, in the spring of 1976, a follow-up survey was sent to a random sample of 700 students from the original group who completed the 1973 CSPS and were registered for spring semester 1976. Forty percent of the random sample, 280 students, completed and returned usable questionnaires and constitute the sample upon which this study is based. Although subjects to whom questionnaires were sent were selected randomly, subjects who returned questionnaires do not constitute a random sample. Therefore, results from the 280 students are not generalizable to the total population.

---

[1]This total excludes non-matriculating students and freshmen in the Hospital Nursing Program and Millard Fillmore College.

Although the two groups are not considered comparable, the chi-square test showed that the distribution by sex of the 280 students in the 1976 sample did not differ significantly from the sex distribution of the 1,875 members of the 1973 group who returned usable surveys (Table 1.1).

Table 1.1 1973 SAMPLE AND 1976 SAMPLE BY SEX

SAMPLES	SEX					
	Women		Men		Total	
	N	%	N	%	N	%
1973 - Freshman Sample	793	42	1082	58	1875	100
1976 - Junior Sample	127	45	153	55	280	100

QUESTIONNAIRES

The 1973 *College Student Perceptions Survey* (CSPS), administered to incoming freshmen, consists of 305 multiple-choice items covering several aspects of a student's life: high school experiences, career and educational plans, activities, relationship with family, interpersonal relationships, and self-description.

The three year follow-up CSPS consists of 301 multiple-choice items, 127 of which are identical or nearly identical to questions on the 1973 survey. For some questions, it was necessary to slightly change the wording. In these cases, the essence of the question was not affected. The present report is based on responses to 103 matched items, those covering activites, interpersonal relationships, relationship with parents, and self-description. Also included in this report is an analysis of 55 questions from the follow-up survey that deal with self-perceptions of change over a three-year period and reasons for those changes.

DATA ANALYSIS

Responses to each of the 103 matched items from the 1973 CSPS and the 1976 CSPS were examined using a repeated measures design to indicate the difference between responses to the same item in 1973 and 1976. The purpose of this study is to investigate whether or not students had changed significantly between their freshman and junior years. Results were also analyzed by sex. Differences significant at the .05 level of confidence are reported. For nominal data, the chi-square test was employed; for continuous data, analysis of variance was used.

In certain sections of the Survey ("Activities," "Understanding Values," and "Comfort in Association"), one of the possible response options was categorical as opposed to continuous. In the Activities section the option was *I haven't tried this.* For the other two sections the option was *Not applicable.* Responses of subjects who chose the categorical option in these sections for either year were treated as missing data in both 1973 and 1976. In the section, "Reasons for Change," it was possible to indicate a change in self-description and leave blank the question asking students to select a reason for that change. It was also possible to select the option *No reason.* The number of these types of responses are shown in the tables in Chapter V. In another section, "Relationship with Parents," all four response options are categorical. However, combining two of the options enabled the options to be considered continuous and made the use of analysis of variance technique possible.

PRESENTATION OF DATA

Tables are included to provide information additional to that in the text. Data are presented in the tables in one or more of three ways: frequencies, percentages, and means and standard deviations. Means of the response options

were calculated by assigning the number 1 to the least positive response option, 2 to the next most positive, etc.. In the case of "Relationship with Parents," the number 1 was assigned to the option, *no, this is not a part of our relationship;* 2 was assigned to the combined options of *yes, on his/her part* and *yes, on my part;* and 3 was assigned to *yes, on the part of both of us.*

In tables with mutually exclusive entries, percents are rounded to the nearest whole number and therefore may not add to 100. Proportions described in the text are within two percent of the actual proportion. The method of data analysis employed is reported for each table and significant differences in responses are identified.

The following symbols and abbreviations are used in the tables:

Wn	Women
Mn	Men
N	Number of respondents
%	Percent of respondents
T	Total
M	Mean
SD	Standard Deviation

The terms "respondents," "students," "subjects," and "sample" are used interchangeably and refer to the 280 respondents who completed the 1973 and 1976 questionnaires.

In each of the sections of the questionnaires with which this study is concerned, students were instructed to respond to each item using the most appropriate of the options offered. When the information from these sections is reported in the study, the response options available to the students are noted in *script*; the words or phrases to which the students responded are noted by capitalization of the first letter in the first word of the statement. Usually words or phrases are listed in descending order of importance or amount of contribution attributed to them by the total sample, unless qualified.

Chapters are organized in the following manner. First, responses of the sample as freshmen, then as juniors, are discussed. Next, responses as juniors that were significantly different from responses made as freshmen are reported. Finally, any differences between responses of men and women are discussed.

Five chapters comprise this study, in addition to the introductory chapter. Chapter II deals with students' descriptions of their enjoyment of a variety of activities and the degree to which ratings of their enjoyment changed between 1973 and 1976. In Chapter III, changes in responses to questions dealing with students' frequency of association with, understanding the values of, and comfort in association with various categories of people are examined. Also discussed in this chapter are 1973 and 1976 responses concerning the students' willingness to discuss personal feelings and important decisions with certain people. In Chapter IV, the students' descriptions of their relationships with their parents in 1973 and 1976 are reported. Chapter V focuses on respondents' self-descriptions of various attributes and abilities in 1973 and 1976. Also discussed in this chapter are the reasons students gave for the changes they perceived in themselves. Chapter VI provides a summary of the study. The list of reasons from which students chose when a change in self-description did occur is presented in the Appendix.

CHAPTER II

ACTIVITIES

As previously discussed, the purpose of this study is to investigate the manner in which perceptions of college students change in their first three years in college. One area examined is enjoyment of activities. Usually, the college environment is more diversified and complex than the high school environment. Students are provided with a greater opportunity to expand their horizons and interests by interacting with many different types of people and participating in a wider variety of activities. Ideally, students' lives are enriched by this increased exposure to activities and people, and it is interesting to examine the trends in their enjoyment of activities both in kind and degree.

To assess the degree of change in their reported enjoyment of various activities, students' responses regarding their enjoyment of 13 activities in the summer of 1973 were compared to their responses in the spring of 1976. Response options included *not at all, slightly, moderately, a great deal,* and *haven't tried it* (Table 2.1). In general, students, both as incoming freshmen and as juniors, enjoyed all of the listed activities *moderately* to *a great deal.*

FRESHMEN

The three activities enjoyed by nearly all incoming freshmen were:

Being with others
Meeting people
Dating

TABLE 2.1 ENJOYMENT OF ACTIVITIES IN 1973 and 1976

ACTIVITY	Degree of Enjoyment: Great 1973 N	Great 1973 %	Great 1976 N	Great 1976 %	Moderate 1973 N	Moderate 1973 %	Moderate 1976 N	Moderate 1976 %	Slight 1973 N	Slight 1973 %	Slight 1976 N	Slight 1976 %	None 1973 N	None 1973 %	None 1976 N	None 1976 %	Haven't Tried It[a] 1973 N	Haven't Tried It[a] 1973 %	Haven't Tried It[a] 1976 N	Haven't Tried It[a] 1976 %	Total[b] N	1973 M	1973 SD	1976 M	1976 SD	Mean[c] Change
Being with others	195	71	176	64	73	27	92	34	6	2	7	3	1	1	0	0	0	0	0	0	275	3.68	.53	3.62	.54	-.06
Meeting people[d]	183	67	164	60	85	31	82	30	4	2	25	9	1	1	2	1	0	0	1	1	273	3.65	.53	3.50	.69	-.15
Dating[d]	170	66	161	63	76	30	72	28	8	3	16	6	2	1	7	3	12	4	9	3	256	3.62	.59	3.52	.74	-.10
Outdoor activities	156	60	168	64	72	28	63	24	26	10	24	9	7	3	6	2	9	3	5	2	261	3.44	.78	3.51	.76	.07
Attending parties[d]	130	48	117	44	113	42	98	36	28	10	48	18	1	1	9	3	2	1	1	1	272	3.37	.68	3.19	.84	-.18
Reading	139	51	141	52	100	37	82	30	28	10	46	17	7	3	5	2	0	0	0	0	274	3.35	.77	3.31	.81	-.04
Working with things	125	48	140	53	90	34	72	27	40	15	40	15	8	3	11	4	3	1	7	3	263	3.26	.83	3.30	.88	.04
Being by yourself	95	35	103	38	114	42	121	44	51	19	40	15	13	5	9	3	0	0	0	0	273	3.08	.85	3.16	.79	.08
Bull sessions	95	40	107	45	81	34	80	34	47	20	38	16	16	7	14	6	22	8	13	5	239	3.07	.93	3.17	.90	.10
Table games[e]	91	34	94	35	113	42	106	39	53	20	57	21	13	5	13	5	3	1	2	1	270	3.04	.85	3.04	.86	.00
Men	*67*	*45*	*67*	*45*	*62*	*42*	*48*	*32*	*17*	*11*	*30*	*20*	*3*	*2*	*4*	*3*	*0*	*0*	*2*	*1*	*149*	*3.30*	*.75*	*3.20*	*.85*	
Women	*24*	*20*	*27*	*22*	*51*	*42*	*58*	*48*	*35*	*30*	*7*	*22*	*10*	*8*	*9*	*7*	*3*	*2*	*0*	*0*	*232*	*2.74*	*.87*	*2.85*	*.85*	
Dancing	84	33	107	42	96	38	78	31	54	21	48	19	22	9	23	9	10	4	10	4	256	2.95	.94	3.05	.98	.10
Giving parties	71	31	86	38	79	35	72	31	55	24	49	21	24	11	22	10	27	10	25	9	229	2.86	.98	2.97	.99	.12
Volunteer work	43	23	46	25	85	46	84	45	39	21	37	20	19	10	19	10	51	19	61	22	186	2.82	.91	2.84	.91	.02

Note. Mean differences were calculated according to the following scale: 1 = *Not at all*; 2 = *Slightly*; 3 = *Moderately*; 4 = *A great deal*. Statistical differences among the mean responses of (a) 1973 and 1976 sample, and (b) men and women were analyzed by analysis of variance techniques.

[a] In the analysis of variance, responses in this category were treated as missing data.

[b] Total number of respondents for both years exclusive of *Haven't tried it* category.

[c] Difference of means between 1973 and 1976. A positive value indicates that for a particular activity, the overall sample enjoyed doing it more in 1976 than in 1973; a negative value indicates that the sample enjoyed the activity less in 1976 than in 1973.

[d] Responses of the total sample in 1976 differed significantly from responses in 1973.

[e] Men and women differed significantly.

Each was enjoyed *moderately* or *a great deal* by at least 96 percent of the freshmen. Ninety percent of the students responded similarly for three other activities:

Outdoor activities
Attending parties
Reading.

Three-quarters to four-fifths of the freshmen enjoyed *moderately* or *a great deal:*

Working with things
Being by yourself
Bull sessions
Table games.

The activities enjoyed least by the freshmen were:

Volunteer work
Giving parties
Dancing.

Although they were the least enjoyed activities, each was enjoyed *moderately* or *a great deal* by 65 to 71 percent of the freshmen. A fifth of the respondents indicated as freshmen that they *haven't tried* Volunteer work. Ten percent responded similarly regarding Giving parties, and four percent indicated they hadn't tried Dancing.

JUNIORS

Three years later, the activity most enjoyed was still Being with others. It was enjoyed *moderately* or *a great deal* by the same percentage of juniors as freshmen, 98 percent. Three others:

Dating
Outdoor activities
Meeting people

were enjoyed *moderately* or *a great deal* by nine-tenths of the respondents.

Three-quarters to four-fifths of the respondents responded similarly for six other activities:

Reading
Working with things
Bull sessions
Being by yourself
Dancing
Table games.

The least enjoyed activities were Volunteer work and Giving parties.

CHANGES

Responses of students showed a significant difference in their degree of enjoyment of only three activities from their freshmen to junior years. For each, the activity was enjoyed less in the junior year than in the freshman year:

Attending parties
Meeting people
Dating.

These findings seem to indicate either a decrease in socialization or a different set of values on the part of students who remain in college. Results from other studies (Coles, 1978; Hoelcle, 1978) do not support the former explanation; their research indicates that the college environment fosters the development of social skills. Thus, it may be that students became not less sociable but that these activities were simply not as important to juniors as they were to incoming freshmen. Most likely, after three years, students had found their niche among a group of friends and no longer found it necessary to meet new people.

SEX DIFFERENCES

The men and women differed significantly in their responses to only one activity listed, Table games (bridge, chess, poker, etc.). The number of men who enjoyed Table games *moderately* or *a great deal* declined by ten percent while the number of women responding similarly increased by eight percent. Despite these changes, a greater percentage of men than women enjoyed Table games *moderately* or *a great deal* in both 1973 (87 percent vs. 62 percent) and 1976 (77 percent vs. 70 percent).

There is an interesting but bewildering discrepancy in the responses in the option *I haven't tried this* (Table 2.1). For several activities there was an increase from 1973 to 1976 in the number of students who said they had not tried them. For example, in 1973, three people responded that they had not tried Working with things. Three years later one would expect the number to remain the same or decrease. However, four more people, a total of seven, indicated they had not tried Working with things. How could there be four students who had worked with things at some point but later had not? Perhaps the students had forgotten or redefined what Working with things meant to them. Or, as freshmen, the students may have remembered Working with things, but as juniors may not have remembered these same experiences.

SUMMARY

While at least two-thirds of the sample enjoyed every activity *moderately* or *a great deal*, the four activities enjoyed the most were:

Being with others
Meeting people
Dating
Outdoor activities.

The three activities enjoyed least were:

Volunteer work
Giving parties
Dancing.

The only significant difference in the students' responses between their freshman and junior years was their decrease in enjoyment of Attending parties, Meeting people, and Dating.

CHAPTER III

INTERPERSONAL RELATIONSHIPS

A major component of the college experience is an increased opportunity to interact with different kinds of people. As a result of these interactions, one would expect a more mature approach to be developed toward dealing with other people. Wolfe and Claar (1971), in a study of sophomore students at SUNY/Buffalo, reported that 72 percent of the sample said that their attitudes towards people had changed. Of this group, nearly 40 percent stated that they were more tolerant of others and 16 percent said they valued people more.

In a study of third-year students at SUNY/Buffalo, Rott (1972) found that nearly two-thirds of the juniors reported that they had changed their attitudes toward people since their sophomore year. The trend most frequently reported by students was to be more accepting and tolerant of others. Rott (1973) cited further evidence of the impact of peer interaction in a study of seniors at SUNY/Buffalo. Nearly half said their greatest source of satisfaction at the University was their interpersonal relationships.

In light of these studies, it is interesting to investigate in more detail the manner in which interpersonal relationships with various groups of people changed during the first three years of college. To assess this interpersonal development, differences in responses to questions about students' relationships with various types of people in the summer of 1973 and in May, 1976 were compared. In each instance, the students described the various aspects of their relationships with peers, parents, teachers, other adults, children, elderly people and people of a different race, religion, and socioeconomic status. They also indicated with whom they were most likely to

consult or confide concerning important decisions and personal feelings.

FREQUENCY OF ASSOCIATION

Students indicated on a five-point scale how frequently they associated with nine groups of people. The response options were *not at all, rarely, occasionally, frequently,* and *daily, or almost daily* (Table 3.1). In general, students' frequency of association with the nine groups of people ranged widely from *rarely* to *daily, or almost daily.* For the most part, students in 1976 associated more frequently than they did in 1973 with people from the various groups listed. These results suggest an increase in sociability.

Freshmen

Not surprisingly, most of the incoming freshmen, 87 percent, associated *frequently* or *daily, or almost daily* with:

Peers of the same sex.

Approximately two-thirds of the sample responded similarly relative to their association with two other groups of people:

People of a different religion
Peers of the other sex.

Slightly fewer than half of the sample associated *frequently* or *daily, or almost daily* with:

Adults older than you (not parents or teachers)
Small children
People of a different socioeconomic status.

The three types of people that freshmen associated with least frequently were, in order of least frequency:

Teachers outside of class
Elderly people
People of a different race.

TABLE 3.1 FREQUENCY OF ASSOCIATION WITH NINE CATEGORIES OF PEOPLE IN 1973 AND 1976

CATEGORIES OF PEOPLE	Frequency of Association: Daily or Almost Daily 1973 N	%	1976 N	%	Frequently 1973 N	%	1976 N	%	Occasionally 1973 N	%	1976 N	%	Rarely 1973 N	%	1976 N	%	Not at All 1973 N	%	1976 N	%	Total[a] N	1973 M	SD	1976 M	SD	Mean Change[b]
Peers - same sex[c]	151	55	223	81	88	32	40	15	32	12	12	4	5	2	1	1	0	0	0	0	276	4.40	.76	4.76	.54	.36
People of a different religion[c]	114	42	170	62	75	27	63	23	63	23	33	12	17	6	7	3	5	2	1	1	274	4.01	1.03	4.44	.83	.43
Peers - other sex[c]	95	35	178	65	81	30	57	21	78	28	31	11	21	8	9	3	0	0	0	0	275	3.91	.96	4.47	.82	.56
Older adults[d]	52	19	75	27	79	29	62	22	104	38	85	31	40	15	46	17	1	1	8	3	276	3.51	.97	3.54	1.14	.03
Small children[c,e]	51	18	38	14	70	25	63	23	99	36	105	38	51	18	61	22	6	2	10	4	277	3.39	1.05	3.21	1.05	-.18
Men	*17*	*11*	*18*	*12*	*32*	*21*	*34*	*22*	*59*	*39*	*62*	*40*	*39*	*26*	*32*	*21*	*5*	*3*	*6*	*4*	*152*	*3.11*	*1.02*	*3.17*	*1.01*	
Women	*34*	*27*	*20*	*16*	*38*	*30*	*29*	*23*	*40*	*32*	*43*	*34*	*12*	*10*	*29*	*23*	*1*	*1*	*4*	*3*	*125*	*3.74*	*.99*	*3.26*	*1.02*	
People of a different socioeconomic status[c]	43	16	104	38	82	30	63	23	82	30	69	25	60	22	36	13	9	3	4	1	276	3.33	1.09	3.82	1.12	.49
People of a different race[c]	33	12	54	20	44	16	60	22	85	31	98	35	94	34	59	21	21	8	6	2	277	2.91	1.13	3.35	1.09	.44
Elderly people	20	7	21	8	41	15	42	15	108	39	109	39	97	35	89	32	11	4	16	6	277	2.86	.97	2.87	1.00	.01
Teachers outside class	5	2	6	2	34	12	26	9	76	27	83	30	103	37	99	36	59	21	63	23	277	2.36	1.01	2.33	1.00	-.03

Note. Mean differences were calculated according to the following scale: 1 = *Not at all*; 2 = *Rarely*; 3 = *Occasionally*; 4 = *Frequently*; 5 = *Daily or almost daily*. Statistical differences among the mean responses of (a) 1973 and 1976 sample and (b) menand women were analyzed by analysis of variance techniques.

[a]Total number of people who responded both years.

[b]Difference of means between 1973 and 1976. A positive value indicates that for a certain type of people, the overall sample associated more frequently in 1976 than in 1973. A negative value indicates that the sample associated less frequently with these people in 1976 than in 1973.

[c]Responses of the total sample in 1976 differed significantly from responses in 1973.

[d]On the questionnaire the option read, "Adults older than you (other than parents or teachers)."

[e]Men and women differed significantly.

Only 14 to 28 percent of the sample associated *frequently* or *daily or almost daily* with these types of people. Conversely, about 40 percent of the freshmen associated *rarely* or *not at all* with Elderly people and People of a different race, while nearly 60 percent responded similarly for Teachers outside of class.

Juniors

Three years later, students from this sample associated most frequently with the same three groups of people as in their freshman year. However, their frequency of association with these groups increased. Ninety-six percent of the sample associated *frequently* or *daily or almost daily* with peers of the same sex. Most of the juniors, 86 and 85 percent, respectively, associated *frequently* or *daily or almost daily* with:

Peers of the other sex
People of a different religion.

Students' association with the remaining groups of people was not nearly as frequent. Sixty-one percent associated *frequently* or *daily or almost daily* with People of a different socioeconomic status. Between one-third and one-half of the sample responsed similarly to:

Adults older than you (not parents or teachers)
People of a different race
Small children.

Students associated less frequently with elderly people. Only 23 percent indicated that their associations were *frequently* or *daily or almost daily*.

Interestingly, the juniors associated the least frequently, by far, with Teachers outside of class. Only 11 percent said that they associated *frequently* or *daily or almost daily* with faculty, while 59 percent associated *rarely* or *not at all* with Teachers outside of class. This relatively high percentage of students who infrequently associated with teachers is striking when

considering that by their junior year, these students had declared a major and presumably had close contact with the faculty in their chosen department.

Changes

Students' frequency of association with six of the nine groups of people differed significantly between their freshman and junior years. Specifically, juniors increased in their association with five of the nine groups (Table 3.1). Thirty percent more students in their junior year than in their freshman year associated *daily or almost daily* with Peers of the other sex, while an increase of 20 to 26 percent responded similarly relative to their association with:

Peers of the same sex
People of a different socioeconomic status
People of a different religion.

Eight percent more juniors associated *daily or almost daily* with People of a different race.

Students decreased in their association with only one of the nine groups of people, Small children. Four percent fewer students as juniors associated on a daily basis with small children. Understandably these juniors, many of whom were living away from home, would associate less frequently with Small children.

Sex Differences

Men and women differed on only one variable, association with Small children; i.e., women experienced a greater change than men. Over the three-year period, the percentage of women who associated *frequently* or *daily or almost daily* with Small children decreased by 18 percent, while men increased by two percent. Overall, however, in 1976 women still associated more frequently than men with Small children.

After three years of attending a large university where many different

types of people matriculate, it seems clear than students took advantage of the opportunity to associate with people from diverse groups.

UNDERSTANDING THE VALUES OF OTHERS

Students were asked how well they understood the value of eight different groups of people (Table 3.2). Response options were *not at all, not very well, fairly well, very well,* and *not applicable.* (*Not applicable* was not an option on the 1973 CSPS.) In general, students understood people from these groups *fairly well* to *very well.*

Freshmen

In the beginning of their freshman year, students best understood the values of people from the following four groups, in order of greatest understanding:

Peers of the same sex
Peers of the other sex
Small children
People of a different religion.

Not surprisingly, 95 percent of the freshman sample understood the values of same-sex peers either *fairly well* or *very well.* Approximately 80 percent of the sample understood people from the remaining three groups *fairly well* to *very well.* Two-thirds to three-quarters of the students responded similarly to:

Teachers outside of class
People of a different socioeconomic status
Elderly people.

The group of people that these freshmen understood the least was People of a different race. Only 53 percent of the sample understood them *fairly*

TABLE 3.2 UNDERSTANDING THE VALUES OF EIGHT CATEGORIES OF PEOPLE IN 1973 AND 1976

CATEGORIES OF PEOPLE	Degree of Understanding: Very Well 1973 N	Very Well 1973 %	Very Well 1976 N	Very Well 1976 %	Fairly Well 1973 N	Fairly Well 1973 %	Fairly Well 1976 N	Fairly Well 1976 %	Not Very Well 1973 N	Not Very Well 1973 %	Not Very Well 1976 N	Not Very Well 1976 %	Not at All 1973 N	Not at All 1973 %	Not at All 1976 N	Not at All 1976 %	Not Applicable[a] 1973 N	Not Applicable[a] 1973 %	Not Applicable[a] 1976 N	Not Applicable[a] 1976 %	Total[b] N	1973 M	1973 SD	1976 M	1976 SD	Mean[c,d] Change
Peers - same sex[e]	122	46	179	67	131	49	80	30	12	5	7	3	1	1	0	0	0	0	6	2	266	3.41	.60	3.65	.53	.24
Peers - other sex[e]	67	25	113	41	150	55	125	46	45	17	31	11	9	3	2	1	0	0	4	1	271	3.02	.74	3.29	.69	.27
Small children[e,f]	55	22	78	32	140	57	121	49	41	17	37	15	9	4	9	4	0	0	24	9	245	2.93	.74	3.10	.73	.12
Men	*17*	*13*	*35*	*26*	*75*	*56*	*69*	*52*	*34*	*26*	*24*	*18*	*7*	*5*	*5*	*4*	*0*	*0*	*13*	*10*	*135*	*2.77*	*.74*	*3.01*	*.77*	
Women	*38*	*34*	*43*	*38*	*65*	*58*	*52*	*46*	*7*	*6*	*13*	*12*	*2*	*2*	*4*	*4*	*0*	*0*	*11*	*9*	*112*	*3.24*	*.65*	*3.20*	*.78*	
People of a different religion[e]	37	14	78	30	178	69	151	58	40	15	27	10	5	2	4	2	0	0	13	5	260	2.95	.61	3.17	.56	.22
Teachers outside class	24	11	38	17	142	63	104	46	53	24	63	28	7	3	21	9	0	0	47	17	226	2.81	.66	2.70	.86	-.11
People of a different socioeconomic status[e]	24	10	55	22	155	61	142	56	68	27	53	21	6	2	3	1	0	0	21	7	253	2.78	.64	2.98	.59	.20
Elderly people[e]	33	13	54	21	137	53	136	52	77	30	62	24	13	5	8	3	0	0	12	4	260	2.73	.74	2.91	.75	.18
People of a different race[e,f]	18	7	33	13	115	46	124	50	97	39	86	35	19	8	6	2	0	0	25	9	249	2.53	.74	2.74	.71	.21
Men	*10*	*7*	*19*	*14*	*56*	*43*	*73*	*54*	*54*	*40*	*40*	*29*	*14*	*10*	*4*	*3*	*0*	*0*	*14*	*9*	*136*	*2.47*	*.78*	*2.79*	*.71*	
Women	*8*	*7*	*14*	*12*	*58*	*50*	*51*	*45*	*43*	*38*	*46*	*41*	*5*	*4*	*2*	*2*	*0*	*0*	*11*	*9*	*113*	*2.60*	*.69*	*2.68*	*.71*	

Note. Mean differences were calculated according to the following scale: 1 = *Not at all*; 2 = *Not very well*; 3 = *Fairly well*; 4 = *Very well*. Statistical differences among the mean responses of (a) 1973 and 1976 samples and (b) men and women were analyzed by analysis of variance techniques.

[a] In the analysis of variance, responses in this category were treated as missing data.

[b] Total number of respondents for both years, exclusive of *Not Applicable* category.

[c] Difference of means between 1973 and 1976. A positive value indicates that for a certain type of people, the overall sample understood their values better in 1976 than in 1973; a negative value indicates that the sample understood the values of these people better in 1973 than in 1976.

[d] Caution is advised in interpretation of results. The 1973 CSPS did not have a *Not Applicable* response option as the 1976 CSPS did. While analysis of variance was used to determine differences between the mean responses of (a) the 1973 and 1976 sample and (b) men and women, all responses in the *Not Applicable* category were treated as missing data.

[e] Responses of the total sample in 1976 differed significantly from responses in 1973.

[f] Men and women differed significantly.

well or *very well*.

Juniors

Three years later, juniors best understood the values of the same people. They were, in order of greatest understanding:

Peers of the same sex
Peers of the other sex
People of a different religion
Small children.

Not surprisingly, the percentage of students who understood the values of these people increased slightly over three years. Ninety-seven percent of the sample understood the values of same-sex peers either *fairly well* or *very well*, while 81 to 88 percent understood the values of people from the remaining three groups to a similar degree.

Juniors least understood the values of people from the following groups, in order of least understanding:

Teachers outside of class
People of a different race
Elderly people
People of a different socioeconomic status.

The values of these people were nearly as well understood as the values of the "most understood" groups. A large percentage of the students, 63 to 78, understood the values of these people either *fairly well* or *very well*.

Because the option *not applicable* was not included in the 1973 OSPS, results from the two questionnaires are not entirely comparable. In 1973, between one and seventeen percent of the junior sample chose *not applicable* for each of the eight types of people. Those subjects who responded accordingly in 1976 had been forced to respond in terms of one of the four options available in 1973, or not respond at all. This forced response may have resulted in some distortion of the freshman data.

Changes

Overall, juniors in this sample indicated that they understood people better than they had as incoming freshmen. Specifically, they better understood the values of seven of the eight groups of people listed. In order of the greatest increase, they were:

Peers of the other sex
Peers of the same sex
People of a different religion
People of a different race
People of a different socioeconomic status
Elderly people
Small children.

The percentage of juniors who understood *very well* the values of Peers of the same and other sex and People of a different religion increased between 16 and 21 percent from their freshman year. For the remaining four groups the percentages of increase in response to the option ranged from 6 to 12 percent.

The only type of person that students felt they did not understand better after three years was Teachers outside of class; there was no change between freshman and junior years. Considering that students also associated least frequently with teachers outside of class, these results are not surprising.

Sex Differences

Men and women differed in their reported change in understanding of two types of people, Small children and People of a different race. The percentage of men who understood the values of Small children either *fairly well* or *very well* increased by nine percent. The percentage of females who responded similarly decreased by eight percent. Despite the decrease, a larger percentage of junior women than junior men understood Small children *fairly well* or *very well*.

The percentage of men who understood the values of People of a different

race either *fairly well* or *very well* increased by 18 percent, from 50 to 68 percent. The percentage of women who responded similarly remained the same in both years, 57 percent.

COMFORT IN ASSOCIATION WITH OTHERS

Students were asked how comfortable they were in associating with eleven different groups of people (Table 3.3). Response options were: *very uncomfortable, somewhat uncomfortable, fairly comfortable, very comfortable,* and *not applicable.* In general, students were *fairly* to *very comfortable* with all the groups of people listed.

Freshmen

Freshmen were most comfortable with Peers of the same sex. Approximately three-quarters were *very comfortable* while an additional quarter were *fairly comfortable.* Ninety-five percent were either *fairly* or *very comfortable* with People of a different religion.

Eighty-two to 91 percent of the freshmen sample indicated they were either *fairly* or *very comfortable* with:

Parent of the same sex
Small children
Peers of the other sex
Parents of the other sex
Adults older than you (not parents or teachers)
People of a different socioeconomic status
Teachers outside of class.

The two groups that incoming freshmen were least comfortable with were:

Elderly people
People of a different race.

TABLE 3.3 COMFORT IN ASSOCIATING WITH ELEVEN CATEGORIES OF PEOPLE IN 1973 AND 1976

CATEGORIES OF PEOPLE	Degree of Comfort: Very Comfortable 1973 N	%	Very Comfortable 1976 N	%	Fairly Comfortable 1973 N	%	Fairly Comfortable 1976 N	%	Somewhat Uncomfortable 1973 N	%	Somewhat Uncomfortable 1976 N	%	Very Uncomfortable 1973 N	%	Very Uncomfortable 1976 N	%	Not Applicable[a] 1973 N	%	Not Applicable[a] 1976 N	%	Total[b] N	1973 M	1973 SD	1976 M	1976 SD	Mean[c] Change
Peers - same sex	199	73	207	76	62	23	45	17	8	3	6	2	4	1	15	6	2	1	1	1	273	3.67	.61	3.63	.78	-.04
People of a different religion	139	53	149	57	111	42	96	37	8	3	15	6	4	2	2	1	4	2	9	3	262	3.47	.64	3.50	.64	.03
Parent - same sex[d]	148	55	182	67	91	34	64	24	26	10	14	5	6	2	11	4	3	1	3	1	271	3.41	.75	3.54	.83	.13
Small child[d]	149	57	174	65	86	32	69	26	25	9	16	6	8	3	9	3	3	1	4	1	268	3.40	.78	3.52	.76	.12
Peers - other sex	139	51	158	58	99	36	84	31	33	12	23	8	4	2	10	4	1	1	0	0	275	3.36	.75	3.42	.79	.06
Parent - other sex[d]	123	47	161	62	101	39	76	29	33	13	13	5	5	2	12	5	6	2	9	3	262	3.31	.76	3.47	.79	.16
Older adults[e]	101	37	118	44	146	54	118	44	20	7	28	10	3	1	6	2	2	1	3	1	270	3.28	.65	3.29	.74	.01
People of a different socioeconomic status	79	32	96	39	139	56	117	47	26	11	31	13	4	2	4	2	12	4	14	5	248	3.18	.82	3.18	.68	.00
Teachers outside class[d]	74	32	47	20	115	50	106	46	35	15	65	28	7	3	13	6	13	5	36	13	231	3.11	.76	2.81	.82	-.30
People of a different race	53	21	75	29	139	54	118	46	54	21	52	20	10	4	11	4	9	3	12	4	256	2.92	.76	3.00	.82	.08
Elderly people[d]	64	24	98	37	126	47	115	43	65	24	47	18	12	5	7	3	3	1	7	3	267	2.91	.81	3.14	.79	.23

Note. Mean differences were calculated according to the following scale: 1 = *Very uncomfortable;* 2 = *Somewhat uncomfortable;* 3 = *Fairly comfortable;* 4 = *Very comfortable.* Statistical differences among the mean responses of the 1973 and 1976 sample were analyzed by analysis of variance techniques.

[a] In the analysis of variance, responses in this category were treated as missing data.

[b] Total number of respondents for both years, exclusive of *Not Applicable* category.

[c] Difference of means between 1973 and 1976. A positive value indicates that for a certain type of people, the overall sample was more comfortable in their association in 1976 than in 1973; a negative value indicates they were less comfortable in their associations in 1976 than in 1973.

[d] Responses of the total sample in 1976 differed significantly from responses in 1973.

[e] On the questionnaire this option read, "adults older than you (other than parents or teachers)."

Although identified as groups with whom freshmen are least comfortable, between 71 and 75 percent of the sample were either *fairly* or *very comfortable* with people from these two groups.

Juniors

In the junior year, 92 to 94 percent of the sample were either *fairly* or *very comfortable* with:

Peers of the same sex
People of a different religion
Parent of the same sex
Small children
Parent of the other sex.

Eighty to 89 percent of the sample indicated that they were *fairly* or *very comfortable* with:

Peers of the other sex
Adults older than you (not parents or teachers)
People of a different socioeconomic status
Elderly people.

The only two groups that fewer than 80 percent of the sample indicated as being *fairly* or *very comfortable* with were Teachers outside of class and People of a different race; 66 and 75 percent of the juniors, respectively, responded accordingly. It is dismaying that one-third of this sample by the end of their junior year were not at least fairly comfortable with teachers outside of class.

Changes

As with Frequency of association and Understanding values, students' comfort in association with people generally increased between 1973 and 1976. Specifically, juniors were more comfortable with four of the eleven groups of people and less comfortable with one. The four former groups, in order of the

greatest increase in comfort, were:

Elderly people
Parent of the other sex
Parent of the same sex
Small children.

The percentage of juniors who were *very comfortable* with people from these four groups increased between eight to fifteen percent from their freshman year.

Students decreased in their comfort of association with only one group of people, Teachers outside of class. The percentage of juniors who were either *fairly* or *very comfortable* decreased by 16 percent over three years from 82 to 66 percent. Teachers in high school tend to participate in extracurricular activities involving students (e.g. coaching) more frequently than do college teachers; as a result, students may feel more comfortable with them than with their college instructors. It is, nevertheless, unfortunate that in their junior year more of the students did not feel more comfortable with faculty.

Sex Differences

There were no significant differences in the responses of men and women.

WILLINGNESS TO DISCUSS MOST PERSONAL FEELINGS

As students associate more frequently with a wider variety of people, understand them better, and are more comfortable with them, it seems likely that they would also be more willing to discuss personal matters with more people from diverse groups. To investigate whether or not this occurred, a comparison was made of responses to questions from the 1973 and 1976 surveys concerning the students' feeling free to discuss their most personal feelings with persons in each of six groups of people (Table 3.4).

TABLE 3.4 WILLINGNESS TO DISCUSS PERSONAL FEELINGS WITH SIX CATEGORIES OF PEOPLE IN 1973 AND 1976

CATEGORIES OF PEOPLE	Yes				No				Total[a]	1973		1976		Mean[b] Change
	1973		1976		1973		1976							
	N	%	N	%	N	%	N	%	N	M	SD	M	SD	
Parent - same sex[c]	216	78	244	88	60	22	32	12	276	1.78	.41	1.88	.32	.10
Peers - same sex[c,d]	209	76	248	90	66	24	27	10	275	1.76	.43	1.90	.30	.14
Men	*103*	*68*	*133*	*88*	*48*	*32*	*18*	*12*	*151*	*1.68*	*.47*	*1.88*	*.33*	
Women	*106*	*86*	*115*	*93*	*18*	*15*	*9*	*7*	*124*	*1.85*	*.35*	*1.93*	*.26*	
Parent - other sex[c,d]	203	76	223	83	66	25	46	17	269	1.75	.43	1.83	.38	.08
Men	*108*	*72*	*130*	*87*	*42*	*28*	*20*	*13*	*150*	*1.72*	*.45*	*1.87*	*.34*	
Women	*95*	*80*	*93*	*78*	*24*	*20*	*26*	*22*	*119*	*1.80*	*.40*	*1.78*	*.42*	
Peers - other sex[c,d]	165	60	234	84	111	40	44	16	276	1.60	.49	1.84	.37	.24
Men	*77*	*51*	*124*	*82*	*74*	*49*	*27*	*18*	*151*	*1.50*	*.50*	*1.82*	*.38*	
Women	*88*	*70*	*108*	*86*	*37*	*30*	*17*	*14*	*125*	*1.70*	*.46*	*1.87*	*.34*	
Adults - same sex[c]	130	47	183	67	145	53	92	34	275	1.47	.50	1.67	.47	.20
Adults - other sex	107	39	163	59	169	61	113	41	276	1.39	.49	1.59	.49	.20

Note. Mean differences were calculated according to the following scale: 1 = No; 2 = Yes. Statistical differences among the mean responses of (a) the 1973 and 1976 sample and (b) men and women were analyzed by analysis of variance techniques.

[a]Total number of respondents for both years.

[b]Difference of means between 1973 and 1976. A positive value indicates that for a certain category of people, the overall sample was more willing to discuss personal feelings in 1976 than in 1973.

[c]Responses of the total sample in 1976 differed significantly from responses in 1973.

[d]Men and women differed significantly.

Freshmen

As incoming freshmen, at least three-quarters of the sample indicated that they would feel free to discuss personal feelings with:

Parent of the same sex
Peers of the other sex
Parent of the other sex.

It is noteworthy that as many students would discuss their most personal feelings with the same sex parent (78 percent) as would with peers (76 percent). Other researchers (e.g., Horrocks, 1962) have found that among adolescents, the norms of the family diminish in importance while the norms of the peer group become of greater significance.

Sixty percent of the freshmen reported that they felt free to discuss personal feelings with Peers of the other sex, while fewer than half (39 and 47 percent, respectively) responded similarly regarding:

Other adults of the other sex - older than you
Other adults of the same sex - older than you.

Juniors

Three years later, students appeared to be much more willing to discuss their most personal feelings with people from each group. Peers of the same sex became the group in which the greatest percentage of students would confide; 90 percent indicated that they would do so. Eighty-three to eighty-eight percent of the juniors were also willing to discuss these matters with:

Parent of the same sex
Peers of the other sex
Parent of the other sex.

A substantial portion of the juniors, 67 and 59 percent, respectively, also indicated that they would be willing to discuss their most personal feelings with:

Other adults of the same sex - older than you
Other adults of the other sex - older than you.

Changes

Responses of students in their junior year indicated that they were more willing to discuss personal feelings with people from every group listed. Twenty to twenty-five percent more students as juniors than as freshmen indicated that they would discuss personal feelings with:

Peers of the other sex
Other adults of the same sex - older than you
Other adults of the other sex - older than you.

Seven to fourteen percent more juniors responded similarly in reference to:

Peers of the same sex
Parent of the same sex
Parent of the other sex.

Sex Differences

Men and women differed in the change in their willingness to discuss personal feelings with three groups:

Peers of the same sex
Parent of the other sex
Peers of the other sex.

In each case, men increased significantly more than women in their willingness to discuss their most personal feelings. In spite of the change women were still more willing to discuss personal feelings in two of the three cases. The percentage of men who would discuss these feelings with Peers of the same sex increased by 20 percent (68 to 88 percent), while the percentage of women increased by only 7 percent (86 to 93 percent). In terms of Peers of the other sex, there was a greater increase in the percentage of men willing to discuss personal feelings (51 to 82 percent) than women (70 to 86 percent). In only one case, Parent of the other sex, did men increase in their willingness (76 to 83 percent), while women decreased slightly (80 to 78 percent).

WILLINGNESS TO DISCUSS IMPORTANT DECISIONS

Students indicated whether or not they consulted one or more persons in each of six different groups when they had an important decision to make (Table 3.5).

Freshmen

Freshmen were more likely to discuss important decisions with one or more of their Peers of the same sex than with Peers of the other sex. Seventy-eight percent of the freshmen indicated that same sex peers were consulted, while fewer, 65 percent, reported that they consulted Peers of the other sex.

Smaller percentages, 36 to 47, stated that they consulted one or more persons in each of the following categories when they had an important decision to make:

Other adults of the same sex - older than you
Parent of the other sex
Parent of the same sex.

Only a quarter indicated that they consulted an Adult of the other sex when making an important decision.

Juniors

Three years later, the group of people with whom the greatest percentage of students might consult (93 percent) were still Peers of the same sex. Eighty-four percent also indicated that they would discuss important decisions with Peers of the other sex.

Between 50 and 60 percent of the sample as Juniors indicated that they consulted one or more persons in each of the following categories:

Parent of the same sex
Parent of the other sex
Other adults of the same sex - older than you.

TABLE 3.5 WILLINGNESS TO DISCUSS IMPORTANT DECISIONS WITH SIX CATEGORIES OF PEOPLE IN 1973 AND 1976

CATEGORIES OF PEOPLE	Yes				No				Total[a]	1973		1976		Mean[b] Change
	1973		1976		1973		1976							
	N	%	N	%	N	%	N	%	N	M	SD	M	SD	
Peers - same sex[c]	217	78	259	93	61	22	19	7	278	1.78	.42	1.93	.25	.15
Peers - other sex[c]	181	65	232	84	96	35	45	16	277	1.65	.48	1.84	.37	.19
Parent - same sex[c]	129	47	167	60	148	53	110	40	277	1.47	.50	1.60	.49	.13
Parent - other sex[c]	102	38	138	51	170	63	134	49	272	1.38	.49	1.50	.50	.12
Adults - same sex[c]	100	36	160	57	179	64	119	43	279	1.36	.48	1.57	.50	.21
Adults - other sex[c]	68	25	117	42	210	76	161	58	278	1.24	.43	1.42	.50	.18

Note. Mean differences were calculated according to the following scale: 1 = No; 2 = Yes. Statistical differences for the mean responses of the 1973 and 1976 sample were analyzed by analysis of variance techniques.

[a]Total number of respondents for both years.

[b]Difference of means between 1973 and 1976. A positive value indicates that for a certain category of people, the overall sample was more willing to discuss personal feelings in 1976 than in 1973.

[c]Responses of the total sample in 1976 differed significantly from responses in 1973.

Fewer, 42 percent, reported that they consulted Adults of the other sex when they had an important decision to make.

Changes

In a response pattern similar to that for the question concerning "Personal feelings," juniors were more willing than they had been as freshmen to discuss important decisions with people from all six groups. Approximately one-fifth more students, as juniors, indicated that they would discuss important decisions with:

Other adults of the same sex - older than you
Peers of the other sex
Other adults of the other sex - older than you.

Between 13 and 15 percent more juniors responded similarly in reference to:

Peers of the same sex
Parent of the same sex
Parent of the other sex.

Sex Differences

There were no significant differences in responses of women and men.

SUMMARY

The changes that students experienced in their interpersonal relationships during three years of college were numerous and for the most part, positive. Responses indicated that in general, students associated more frequently with people, understood them better, and were more comfortable with them. One discouraging result was that juniors were less comfortable than they were as incoming freshmen with Teachers outside of class. After three years, juniors were more willing to discuss personal feelings and important decisions with

people from all groups listed. Students were most willing to consult with Peers of the same sex both as freshmen and as juniors. Their increased willingness to discuss their most personal feelings and to consult when making important decisions, seem to indicate that during three years of college, these students learned to trust people more and became more open about their feelings and problems.

CHAPTER IV

RELATIONSHIP WITH PARENTS

Not only do relationships with peers and adults change while a student is in college, relationships with parents are also likely to be modified. The exposure to a variety of new interactions and experiences, and the separation from family for students living away from home can cause the parent-student relationship to go through a transition frequently resulting in improved relationships. Wolfe and Claar (1971) found that in a sample of freshmen, 63 percent said that some changes had occurred in their relationships with their parents during their first year of college. In the next year an additional 13 percent (a total of 76 percent) of these students indicated that their relationship had changed. Changes reported were, for the most part, positive. Most respondents indicated that they got along better with their parents and that the parents were more supportive, understanding, and trusting of them.

To investigate the changes, if any, which had taken place for the sample in this study in relationships with parents, a comparison was made between the students' descriptions of their relationships with their mothers and fathers in 1973 and three years later in 1976.

RELATIONSHIP WITH MOTHER

The students indicated the pattern of relationship with their mothers relative to each of 13 attitudes, feelings, or behaviors. The respondents were told to broadly interpret the term "mother" to mean a woman with whom they had some kind of child/parent relationship - whether or not she was their biological

mother. If no such relationship existed, the respondents were instructed to skip to the next section of the Survey. Response options available were: *no, this is not a part of the relationship; yes, on my part; yes, on her part; yes, on the part of both of us* (Table 4.1).

Freshmen

Eleven of the attitudes and behaviors listed were, for most, a part of the relationship with the mother in the freshman year, either on the part of the student, the mother, or both. The attitudes and behaviors that the largest percentage of incoming freshmen indicated as being a mutual aspect of the mother-student relationship were, in order of greatest percentage:

Love
Interest in welfare
Respect
Loyalty
Humor, fun.

Approximately 90 percent of the subjects indicated that their relationship with their mothers included these traits on both their part and their mothers'.

A smaller, but still considerable percentage of freshmen indicated that the following attitudes or behaviors were a part of the mother-student relationship:

Understanding feelings
Acceptance of weaknesses
Acceptance of values and beliefs
Expression of affection
Sharing of interests.

Sixty-five to seventy-two percent shared these aspects of a relationship with their mother. Understandably, only 36 percent of the students stated that Financial help was a mutual part of their relationship.

While the majority of incoming freshmen appeared to have what may be con-

TABLE 4.1 RELATIONSHIP WITH MOTHER IN 1973 AND 1976

CHARACTERISTICS	Presence of Characteristics in Relationship: On the Part of Both of Us 1973 N	%	1976 N	%	On My Part[a] 1973 N	%	1976 N	%	On Her Part[a] 1973 N	%	1976 N	%	Not a Part of Our Relationship 1973 N	%	1976 N	%	Total[b] N	1973 M	SD	1976 M	SD	Mean[c] Change
Love[d]	246	92	250	94	3	1	4	1	9	3	7	3	9	3	6	2	267	2.89	.41	2.91	.35	.02
Men	*126*	*82*	*133*	*92*	*3*	*2*	*3*	*2*	*7*	*5*	*4*	*3*	*8*	*5*	*4*	*3*	*144*	*2.82*	*.51*	*2.90*	*.39*	
Women	*120*	*95*	*117*	*95*	*0*	*0*	*1*	*1*	*2*	*2*	*3*	*3*	*1*	*1*	*2*	*2*	*123*	*2.97*	*.22*	*2.94*	*.31*	
Interest in welfare	246	90	251	92	4	1	5	2	16	6	9	3	6	2	7	3	272	2.83	.39	2.90	.38	.02
Respect	237	87	236	86	15	5	22	8	10	4	4	1	12	4	12	4	274	2.82	.49	2.82	.49	.00
Loyalty[e]	237	88	250	92	7	3	7	3	10	4	3	1	17	6	11	4	271	2.81	.52	2.88	.43	.07
Humor, fun	236	87	239	88	10	4	6	2	3	1	3	1	23	9	24	9	272	2.78	.58	2.79	.57	.01
Understanding feelings	193	72	200	74	26	10	32	12	18	7	12	4	32	12	25	9	269	2.60	.69	2.65	.64	.05
Acceptance of weaknesses	192	71	188	69	20	7	32	12	15	6	17	6	44	16	34	13	271	2.55	.76	2.57	.71	.02
Acceptance of values and beliefs	185	68	181	67	33	12	51	19	8	3	4	1	45	17	35	13	271	2.52	.76	2.54	.71	.02
Expression of affection	176	65	193	72	4	1	8	3	44	16	27	10	46	17	42	16	270	2.48	.77	2.56	.75	.08
Sharing of interests	178	65	175	64	9	3	13	5	12	4	9	3	73	27	75	28	272	2.39	.88	2.37	.89	-.02
Financial help[e]	98	36	121	44	8	3	5	2	114	42	106	39	53	19	41	15	273	2.16	.73	2.29	.71	.12

Note. Mean differences were calculated according to the following scale: 1 = *No, not a part of our relationship;* 2 = *Yes, on her part* and *Yes, on my part;* 3 = *Yes, on the part of both of us.* Statistical differences among the mean responses of (a) the 1973 and 1976 sample and (b) men and women were analyzed by analysis of variance techniques.

[a] In an effort to construct an internal response scale, these two categories, *Yes, on my part* and *Yes, on her part* were combined thus allowing an analysis of variance to be conducted.

[b] Total number of respondents for both years.

[c] Difference of means between 1973 and 1976. A positive value indicates that for the total sample a certain variable was more frequently a part of the mother-student relationship in 1976 than in 1973; a negative value indicates that the variable was less frequently a part of the relationship in 1976 than in 1973.

[d] Men and women differed significantly.

[e] Responses of the total sample in 1976 differed significantly from responses in 1973.

sidered a good relationship with their mother, a number of students did not. One out of six students indicated that the following were not part of the mother-student relationship:

Expression of affection
Acceptance of values and beliefs
Acceptance of weaknesses.

Although a smaller percentage responded similarly to six other characteristics, it is unfortunate that between 2 and 12 percent of the students did not share the following traits with their mother:

Understanding feelings
Humor, fun
Loyalty
Respect
Love
Interest in welfare.

The percentage of students who attributed an aspect of the relationship to either themselves or their mothers but not both was generally small (between 1 and 16 percent), expect for Financial help. With three exceptions, the percentage of students who claimed that an aspect of the relationship existed on their part, but not on their mother's, was approximately the same as those who claimed the characteristic existed exclusively on the mother's part. One of the exceptions, Acceptance of values and beliefs, was more apt to be indicated on the part of the student than the mother's, while the opposite was true for Financial help and Expression of affection. Twelve percent of the freshmen indicated that acceptance of values and beliefs was an attitude of their mothers' but not of themselves, while only three percent indicated it was their attitude but not their mothers'. For the student's perspective, the student seemed more open-minded than the mother.

As expected, the trait in which the mother and student differed the most

in their participation concerned Financial help. Forty-two percent of the respondents stated that it characterized their mothers and not themselves, while only three percent described the opposite. Sixteen percent of the students implied that their mothers expressed affection and they did not, while only one percent of the students indicated that they expressed affection without their mothers returning it.

Juniors

Three years later, the same five attitudes or behaviors were most frequently indicated as being a part of the mother-student relationship, although the order varied slightly. They were, in order of greatest percentage in 1976:

Love
Interest in welfare
Loyalty
Humor, fun
Respect

About 90 percent of the subjects shared these traits with their mothers.

Again, a smaller but still large percentage (64 to 72 percent) of the juniors felt that the following attitudes or behaviors were a mutual part of the mother-student relationship. In order of largest percentage, they were:

Understanding feelings
Acceptance of weaknesses
Acceptance of values and beliefs
Expression of affection
Sharing of interests.

By their junior year, forty-four percent of the students shared financial responsibility with their mothers.

After three years, the percentage of students who said that the listed aspects were not a part of the mother-student relationship remained approximately the same as in the freshman year. Again, over a quarter of the respondents

(28 percent) stated that Sharing of interests was not part of the relationship. About 15 percent of the juniors stated that the following were not part of the mother-student relationship:

Expression of affection
Financial help
Acceptance of values and beliefs
Acceptance of weaknesses.

Fewer than 10 percent responded similarly to the following:

Understanding feelings
Humor, fun
Loyalty
Respect
Interest in welfare
Love.

Examining the *yes, on my part* and *yes, on her part* options offers additional evidence that the student, from his or her perspective, was more open-minded than the mother. In two cases, Acceptance of values and beliefs and Understanding feelings, the percentage of students who indicated that these aspects existed on their part but not their mothers' was greater than those who responded obversely. One-fifth of the students who implied their mothers did not accept their values and beliefs also indicated that they accepted their mothers' values and beliefs. Only one percent indicated that their mothers' acceptance of their values and beliefs was not reciprocated. The pattern was similar to Understanding feelings (12 percent vs. 4 percent). Again, the biggest difference concerned Financial help. Thirty-nine percent of the students received financial help from their mothers with no reciprocation. Conversely, only two percent of the sample gave financial help to their mothers without receiving any in return.

Changes

To permit the use of analysis of variance techniques, two of the options - *yes, on my part* and *yes, on her part* were combined producing a set of three continuous response options, *not present, partly present,* and *present.*

Students' relationship with their mother changed significantly during three years of college relative to two variables, Loyalty and Financial help. In each case, a greater percentage of students (88 percent vs. 92 percent and 36 percent vs. 44 percent, respectively) shared these aspects of a relationship with a mother after three years of college.

Sex Differences

In only one case, Love, was there a significant difference in responses of men and women. After three years, the percent of men who had a mutually loving relationship with their mother increased (82 percent to 92 percent) while the percentage of women stayed the same (95 percent in both years).

RELATIONSHIP WITH FATHER

The students also indicated the pattern each of 13 attitudes, feelings, or behaviors had in their relationships with their fathers. The respondents were told to broadly interpret the term "father" to mean a man with whom they had some kind of child/parent relationship - whether or not he was their biological father. If no such relationship existed, the respondents were instructed to skip to the next section of the Survey. Response options available were the same as for the mother: *no, this is not a part of the relationship; yes, on my part; yes, on his part; yes, on the part of both of us* (Table 4.2).

TABLE 4.2

RELATIONSHIP WITH FATHER IN 1973 AND 1976

CHARACTERISTICS	Presence of Characteristics in Relationship: On the Part of Both of Us 1973 N	%	1976 N	%	On My Part[a] 1973 N	%	1976 N	%	On His Part[a] 1973 N	%	1976 N	%	Not a Part of Our Relationship 1973 N	%	1976 N	%	Total[b] N	1973 M	SD	1976 M	SD	Mean[c] Change
Interest in welfare	230	89	231	89	4	2	5	2	11	4	7	3	14	5	16	6	259	2.83	.50	2.83	.52	.00
Loyalty	228	89	225	88	6	2	7	3	5	2	6	2	17	7	18	7	256	2.82	.53	2.81	.55	-.01
Love	223	87	232	90	6	2	3	1	10	4	7	3	18	7	15	6	257	2.80	.55	2.84	.50	.04
Respect	213	83	215	83	27	10	25	10	6	2	3	1	12	5	15	6	258	2.78	.52	2.78	.54	.00
Humor, fun	220	85	213	82	8	3	11	4	3	1	5	2	28	11	30	12	259	2.74	.64	2.71	.66	-.03
Acceptance of weaknesses	171	67	165	65	29	11	43	17	8	3	9	4	47	18	38	15	255	2.49	.79	2.50	.74	.01
Sharing of interests[d]	182	71	167	65	7	3	13	5	7	3	7	3	62	24	71	28	258	2.47	.86	2.37	.89	-.10
Men	*108*	*76*	*93*	*65*	*2*	*1*	*3*	*2*	*5*	*4*	*3*	*2*	*28*	*20*	*44*	*31*	*143*	*2.56*	*.80*	*2.34*	*.92*	
Women	*74*	*64*	*74*	*64*	*5*	*4*	*10*	*9*	*2*	*1*	*4*	*3*	*34*	*30*	*27*	*24*	*115*	*2.35*	*.91*	*2.41*	*.85*	
Understanding feelings	162	64	163	64	33	13	40	16	6	2	8	3	53	21	43	17	254	2.43	.82	2.47	.77	.04
Acceptance of values and beliefs	156	61	152	59	47	18	57	22	4	2	3	1	49	19	44	17	256	2.42	.79	2.42	.77	.00
Financial help	89	35	106	41	10	4	3	1	145	56	115	44	14	5	34	13	258	2.29	.56	2.28	.68	-.01
Expression of affection	142	56	153	60	10	4	14	5	15	6	14	5	89	35	75	30	256	2.21	.93	2.31	.90	.10

Note. Mean differences were calculated according to the following scale: 1 = *No, not a part of our relationship;* 2 = *Yes, on his part* and *Yes, on my part;* 3 = *Yes, on the part of both of us.* Statistical differences among the mean responses of men and women were analyzed by analysis of variance techniques.

[a] In an effort to construct an interval scale, these two categories, *Yes, on my part* and *Yes, on his part* were combined thus allowing an analysis of variance to be conducted.

[b] Total number of respondents for both years.

[c] Difference of means between 1973 and 1976. A positive value indicates that for the total sample, a certain variable was more frequently a part of the father-student relationship in 1976 than in 1973. A negative value indicates that the variable was less frequently a part of the relationship in 1976 than in 1973.

[d] Men and women differed significantly.

Freshmen

The students' pattern of responses indicated that the relationship with the father was similar to the relationship with the mother. That is, traits that were most often cited as a part of the father-student relationship were the same as for the mother-student relationship but in a slightly different order. The five most frequently cited traits during the freshman year were, in order of highest percentage:

Interest in welfare
Loyalty
Love
Humor, fun
Respect

Eighty-three to eighty-nine percent of the students shared these attitudes and behaviors with their father.

The traits that 56 percent to 71 percent of the subjects indicated as being a mutual part of their relationship were, in order of highest percentage:

Sharing of interests
Acceptance of weaknesses
Understanding feelings
Acceptance of values and beliefs
Expression of affection

The percentage of students who shared Financial responsibility with the father was considerably lower, 35 percent.

As in their relationship with their mothers, a majority of students appeared to have a good relationship with their fathers. However, a number of freshmen responses indicates a poor relationship. Unfortunately, 35 percent of the freshmen stated that Expression of affection was not a part of the father-student relationship. Between 11 and 24 percent responded similarly to the following:

Sharing of interests
Understanding feelings
Acceptance of values and beliefs

Acceptance of weaknesses

Humor, fun

Fewer than ten percent indicated that the following characteristics were not a part of the father-student relationship:

Loyalty

Love

Interest in welfare

Respect

Financial help.

From the students' perspective, they appeared to be more open-minded and understanding of their fathers than fathers were of them. In four cases, Acceptance of values and beliefs, Understanding feelings, Acceptance of weaknesses, and Respect, the percentage of students who responded *yes, on my part* was greater than the percentage who responded *yes, on his part.* For example, 13 percent of the sample indicated that they understood their fathers' feelings without the father understanding their feelings. At the same time, only 2 percent of the sample implied that their fathers understood them while the students did not understand their fathers' feelings.

With one exception, the percentage of students who attributed an aspect of the relationship exclusively to either themselves or their fathers was small, less than 10 percent. Furthermore, the discrepancy between the percentage of students who indicated possessing these traits without return from their father and vice versa was also small. For example, in regard to the behavior, Expression of affection, four percent of the freshman sample responded *yes, on my part,* while six percent responded *yes, on his part.*

Not surprisingly, the exception was Financial help. Fifty-six percent of the students as freshmen stated that their fathers provided financial help without aid from the students, while four percent helped their fathers financially without reciprocation.

Juniors

Three years later the pattern of responses was nearly identical. Eighty-two to eighty-nine percent of the juniors indicated that the following traits were a mutual part of the father-student relationship, in order of highest percentage:

Interest in welfare
Love
Loyalty
Respect
Humor, fun.

Three-fifths to two-thirds of the junior sample indicated that the following attitudes and behaviors were a mutual part of the father-student relationship:

Sharing of interests
Acceptance of weaknesses
Understanding of feelings
Expression of affection
Acceptance of values and beliefs.

Once again, the fewest percentage of students (41 percent) indicated that they shared financial responsiblity with their father.

When examining the relationship where the characteristics described only one of the individuals, the father or the student, it is interesting to note that the percentage of students in most cases was higher than the percentage of fathers. For the following seven behaviors, subjects felt that they displayed the characteristics while their fathers did not:

Loyalty
Respect
Humor, fun
Acceptance of weaknesses
Sharing of interests
Understanding feelings
Acceptance of values and beliefs.

For example, as juniors, 22 percent of the sample indicated that they accepted the values and beliefs of their father but that their father did not accept their values. On the other hand, only one percent felt that their father accepted their values while they were not able to accept his. In other words, students believed that they, more so than their fathers, were likely to understand the other's feelings, accept other's weaknesses, values, and beliefs, respect and be loyal to the other and share one's interests.

As in the freshman year, the majority of juniors had a good relationship with their fathers. However, several did not, as reflected by the percentage of students who indicated that certain behaviors were not a part of the father-student relationship. About thirty percent of the juniors did not express affection or share interests with their fathers. Between 12 and 17 percent indicated that the following behaviors were not a part of the father-student relationship:

Humor, fun
Financial help
Acceptance of weaknesses
Understanding feelings
Acceptance of values and beliefs.

Fewer than 10 percent responded similarly concerning the following:

Respect
Interest in welfare
Love
Loyalty

Changes

Again, to permit the use of analysis of variance techniques, the options *yes, on my part* and *yes, on his part* were combined producing a scale of presence of the factor. Analysis showed that there were no significant changes after three years of college.

Sex Differences

Men and women differed on one variable, Sharing of interests. Not surprisingly, as freshmen, more men than women shared interests with their father. Three years later, however, the percentage of women in this category remained the same (64 percent), while the percentage of men dropped from 76 percent to 65 percent.

SUMMARY

Students' relationships with their mother and father were remarkably similar and stable over three years. The five traits that were cited most frequently during both years as being a mutual part of both the mother-student relationship and father-student relationship were:

Mother	Father
Love	Interest in welfare
Interest in welfare	Loyalty
Respect	Love
Loyalty	Humor, fun
Humor, fun.	Respect.

Financial help was the least-shared aspect of the students' relationship with the mother or father. Only two significant changes occurred in the mother-student relationship over three years; Loyalty and Financial help were more apt to be a mutual part of the relationship. There were no differences in the father-student relationship over three years.

One interesting finding was that students seemed to perceive themselves as more open-minded and understanding of their parents than the parents were of the students. From the students' perspective, five behaviors were more apt to be present on their part in both the freshman and junior years rather than on the

part of the mother or the father. They were:

Respect
Humor, fun
Understanding feelings
Acceptance of weaknesses
Acceptance of values and beliefs.

Interestingly, a greater percentage of students shared nearly all attitudes or behaviors with the mother than with the father. The only exception was Financial help.

CHAPTER V

PERSONAL CHARACTERISTICS

In this chapter the focus is on the personal changes students experienced over three years of college, and the reasons for those changes. Although some authors (Mussen, Kagan and Conger, 1964) have stated that attending college prolongs one's adolescence, students are still engaged in the process of personal development. Heath (1968) noted that students are struggling with the problem of establishing an identity, and numerous studies by the Office of Student Testing and Research at SUNY/Buffalo have reported the personal changes that students experienced while in college.

Wolfe (1970) reported that 35 percent of a freshman sample at SUNY/Buffalo said they were more mature and responsible after one year at college. Rott (1972) found that 43 percent of the third-year sample reported, among other changes, a reordering of values. In a study of 1977 seniors, Wyant (1979) reported that approximately three-quarters of the sample indicated that the university experience contributed *moderately* or *greatly* to their intellectual self-confidence, self-knowledge, self-acceptance and ability to make decisions. These results are based on students' recollections of themselves as they were previously. In this study a comparison of responses to the same question asked immediately before college and three years later provide a more accurate accounting of changes in personal characteristics.

The Survey area, Personal Characteristics, includes two parts: description of self and reasons for change. The students were asked to consider 28 attributes and abilities and indicate how descriptive of themselves each was. The response options were *not at all descriptive, somewhat descriptive,* and *very descriptive* (Table 5.1). Next, students selected from a list of twenty reasons

the one that best described what had contributed most to any change or lack of change they experienced over three years. The list of influences includes such experiences as having close friendships, difficulty understanding and being aware of strengths and weaknesses, and living away from home. An opportunity to give unlisted reasons was also provided.

SELF-DESCRIPTION

In general, the attributes and abilities were *somewhat* to *very descriptive* of the sample as freshmen and as juniors. The only exception was Pessimistic, which students generally indicated, both as freshmen and as juniors, was not very descriptive of them.

To facilitate examination and reporting of the data, the attributes and abilities were categorized into three groups. Accordingly, the list of 28 attributes and abilities includes 14 traits that may be considered "positive." They are:

Open to experience
Open to ideas
Responsible
Honest
Considerate of others
Sense of humor
Good-natured
Enthusiastic
Self-disciplined
Self-confident (intellectually)
Self-confident (socially)
Insightful
Independent
Creative

Four traits are considered "negative." They are:

Moody
Critical of others
Pessimistic
Procrastinating

Ten traits are grouped according to the category "ability to cope with."

They are:

Ability to cope with:	success	illness
	competition	disappointment
	finances	fear
	peer pressure	anger
	sexual desire	loneliness.

POSITIVE TRAITS

During both the freshman and junior years, the students rated all the positive traits *somewhat* to *very descriptive* of them (Table 5.1).

Freshmen

The three traits that the greatest percentage of freshmen indicated as being *very descriptive* of them were:

Open to ideas
Responsible
Honest

Almost three-quarters of the students (71 to 74 percent) stated that these traits were *very descriptive* of them.

About one-half to two-thirds (46 to 64 percent) responded similarly to:

Open to experience
Considerate of others
Sense of humor
Good natured
Enthusiastic
Self-disciplined

Fewer students, between 28 and 37 percent, indicated that the following were *very descriptive* of them:

Self-confident (intellectually)
Insightful
Independent
Creative

TABLE 5.1 DESCRIPTION OF SELF IN 1973 AND 1976 - POSITIVE TRAITS

ATTRIBUTES/ ABILITIES	Degree of Descriptiveness: Very Descriptive 1973 N	1973 %	Very Descriptive 1976 N	1976 %	Somewhat Descriptive 1973 N	1973 %	Somewhat Descriptive 1976 N	1976 %	Not at All Descriptive 1973 N	1973 %	Not at All Descriptive 1976 N	1976 %	Total[a] N	1973 M	1973 SD	1976 M	1976 SD	Mean[b] Change
Open to ideas[c]	204	74	188	68	72	26	85	31	1	1	4	1	277	2.73	.45	2.66	.50	-.07
Responsible	197	71	190	69	78	28	85	31	1	1	1	1	276	2.71	.46	2.68	.47	-.03
Honest	195	71	200	73	78	29	72	26	1	1	2	1	274	2.71	.46	2.72	.47	.01
Open to experiences	177	64	176	64	96	35	99	36	4	1	2	1	277	2.63	.51	2.63	.50	.00
Considerate of others[c]	172	62	201	72	103	37	76	27	4	1	2	1	279	2.60	.52	2.71	.47	.11
Sense of humor	163	59	169	61	112	40	105	38	3	1	4	1	278	2.58	.52	2.59	.52	.01
Good-natured	161	58	167	61	109	40	107	39	6	2	2	1	276	2.56	.54	2.60	.51	.04
Enthusiastic[c]	137	50	119	43	132	48	142	51	7	3	15	5	276	2.47	.55	2.38	.59	-.09
Self-disciplined[c]	129	46	100	36	136	49	148	53	13	5	30	11	278	2.42	.58	2.25	.64	-.17
Self-confident (intellectually)[d]	101	37	108	39	157	57	147	54	17	6	20	7	275	2.31	.58	2.32	.60	.01
Men	*69*	*46*	*66*	*44*	*76*	*51*	*71*	*47*	*5*	*3*	*13*	*9*	*150*	*2.43*	*.56*	*2.35*	*.64*	
Women	*32*	*26*	*42*	*34*	*81*	*65*	*76*	*61*	*12*	*10*	*7*	*6*	*125*	*2.16*	*.57*	*2.28*	*.56*	
Insightful	97	35	112	40	166	60	153	55	14	5	12	4	277	2.30	.56	2.36	.56	.06
Independent[c]	90	32	120	43	178	64	146	52	11	4	13	5	279	2.28	.53	2.38	.58	.10
Creative	77	28	83	30	165	60	158	57	34	12	35	13	276	2.16	.62	2.17	.63	.01
Self-confident (socially)[c,d]	49	18	75	27	182	66	156	57	45	16	45	16	276	2.01	.58	2.11	.65	.10
Men	*36*	*24*	*43*	*29*	*90*	*60*	*76*	*51*	*24*	*16*	*31*	*21*	*150*	*2.08*	*.63*	*2.08*	*.70*	
Women	*13*	*10*	*32*	*25*	*92*	*73*	*80*	*64*	*21*	*17*	*14*	*11*	*126*	*1.94*	*.52*	*2.14*	*.59*	

Note. Mean differences were calculated according to the following scale: 1 = *Not at all descriptive;* 2 = *Somewhat descriptive;* 3 = *Very descriptive.* Statistical differences among the mean responses of (a) the 1973 and 1976 sample and (b) men and women were analyzed by analysis of variance techniques.

[a] Total number of respondents for both years.

[b] Difference of means between 1973 and 1976. A positive value indicates that the trait was more descriptive of the overall sample in 1976 than in 1973. A negative value indicates that the trait was less descriptive in 1976 than in 1973.

[c] Responses of the total sample in 1976 differed significantly from responses in 1973.

[d] Men and women differed significantly.

The positive trait that was least descriptive of the freshmen was Self-confident (socially). Only 18 percent responded that this attribute was *very descriptive* of them.

Juniors

Three years later, a similar pattern emerged from analysis of the responses. The seven most descriptive traits were the same in both years but the rank order differed. Sixty-one to 73 percent of the juniors indicated that the following characteristics were *very descriptive* of them:

Honest
Considerate of others
Responsible
Open to ideas
Open to experience
Sense of humor
Good natured.

Fewer juniors stated that the following attributes were *very descriptive* of them.

Enthusiastic
Independent
Insightful
Self-confident (intellectually)
Self-disciplined
Creative.

Thirty to 43 percent of the juniors indicated that these traits were *very descriptive* of them. As in the freshman year, Self-confident (socially) was the least descriptive trait of the juniors. Only 27 percent said that it was *very descriptive* of them.

Changes

Specifically, three of the positive traits were more descriptive of the sample as juniors and three were less descriptive. The characteristics more

descriptive of the students as juniors than as freshmen were:

Considerate of others
Independent
Self-confident (socially).

For each, the percentage of students who stated that the attributes were *very descriptive* of them increased about 10 percent between the freshman and junior years. Even though only 18 percent of the freshman sample indicated that Self-confident (socially) was *very descriptive* of them, it is encouraging that a significantly greater number of students were socially very self-confident by their junior year.

The three "positive" traits that were less descriptive of the sample as juniors were:

Open to ideas
Enthusiastic
Self-disciplined.

Three-quarters of the freshmen were very Open to ideas compared to two-thirds three years later. Fifty percent of the sample as freshmen were very Enthusiastic compared to 43 percent as juniors. Surprisingly, 46 percent of the freshman sample considered themselves very Self-disciplined compared to only 36 percent as juniors.

All three traits may be considered important factors in a student's tendency to persist at college. Since persisting at college is generally more difficult than persisting at high school, one would expect these characteristics, especially Self-disciplined, to be more descriptive of the juniors. Furthermore, it is distressing to think that the college environment may have contributed to the decrease. On the other hand, students' concepts of certain traits most likely change over the years; their frame of reference may differ. For example, a student may have studied three hours a night in high school and thought he was very self-disciplined. In college, he may continue to study three hours a night,

but comparing himself to others who study six hours a night, he may not feel very self-disciplined.

Sex Differences

Men and women differed significantly on two "positive" traits:

Self-confident (intellectually)
Self-confident (socially)

Although men were more intellectually and socially confident than women as freshmen and as juniors, women's intellectual self-confidence increased over the years, while men's decreased slightly. Thirty-four percent of the women in the sample in 1976 described themselves as very self-confident intellectually, an increase of eight percent from 1973. The percentage of men describing themselves similarly decreased from 46 percent to 44 percent.

In terms of their social self-confidence, both men and women increased, but women did so more than men. As incoming freshmen, only 10 percent of the women indicated that they were socially very self-confident compared to 25 percent three years later. During the same period, the percentage of men who were very self-confident increased from 24 to 29 percent.

NEGATIVE TRAITS

The four negative traits were generally *not at all* or *somewhat descriptive* of the sample as freshmen and juniors (Table 5.2).

Freshmen

The four traits, in order of most to least descriptive in the freshman year, were:

Moody
Critical of others

TABLE 5.2

DESCRIPTION OF SELF IN 1973 AND 1976 - NEGATIVE TRAITS

ATTRIBUTES/ ABILITIES	Degree of Descriptiveness: Very Descriptive 1973 N	%	Very Descriptive 1976 N	%	Somewhat Descriptive 1973 N	%	Somewhat Descriptive 1976 N	%	Not at All Descriptive 1973 N	%	Not at All Descriptive 1976 N	%	Total[a]	1973 M	1973 SD	1976 M	1976 SD	Mean[b] Change
Moody[c]	86	31	81	29	153	55	145	52	38	14	51	18	277	2.17	.65	2.11	.68	-.06
Men	*55*	*36*	*41*	*27*	*74*	*49*	*80*	*53*	*22*	*15*	*30*	*20*	*151*	*2.22*	*.68*	*2.07*	*.69*	
Women	*31*	*25*	*40*	*32*	*79*	*63*	*65*	*52*	*16*	*13*	*21*	*17*	*126*	*2.12*	*.60*	*2.15*	*.68*	
Critical of others	58	21	60	22	171	62	170	61	48	17	47	17	277	2.04	.62	2.05	.62	.01
Procrastinating	55	20	83	30	162	59	128	47	57	21	63	23	274	1.99	.64	2.07	.73	.08
Pessimistic[d]	23	8	39	14	123	45	130	47	128	47	105	38	274	1.62	.64	1.76	.69	.14

Note. Mean differences were calculated according to the following scale: 1 = not at all descriptive; 2 = somewhat descriptive; 3 = very descriptive. Statistical differences among the mean responses of (a) the 1973 and 1976 sample and (b) men and women were analyzed by analysis of variance techniques.

[a]Total number of respondents for both years.

[b]Difference of means between 1973 and 1976. A positive value indicates that the trait was more descriptive of the overall sample in 1976 than in 1973. A negative value indicates that the trait was less descriptive in 1976 than in 1973.

[c]Men and women differed significantly.

[d]Responses of the total sample in 1976 differed significantly from responses in 1973.

Procrastinating

Pessimistic.

While only 8 percent of the sample felt that Pessimistic was *very descriptive* of them, between 20 and 31 percent indicated that the other three traits were *very descriptive.*

Juniors

Three years later, the least descriptive negative trait, Pessimistic, was indicated by 14 percent of the juniors as being *very descriptive.* Between 22 and 30 percent of them felt that the remaining attributes were *very descriptive* of them:

Moody

Procrastinating

Critical of others.

Changes

Students changed from their freshman year to their junior year on only one negative trait, Pessimistic. A significantly greater number of students as juniors than as freshmen (8 percent vs. 14 percent) indicated that they were very Pessimistic.

Sex Differences

Men and women changed to a different degree on one trait, Moody. The percentage of junior women who described themselves as very Moody increased 7 percent over three years, from 25 to 32 percent. During the same period, the percentage of men decreased 9 percent, from 36 to 27 percent.

ABILITY TO COPE

Overall, the "able to cope" traits were *somewhat* to *very descriptive* of the students in both years (Table 5.3).

Freshmen

As incoming freshmen, the greatest number of students were able to cope well with:

Success
Competition
Finances.

Each was indicated by 63 to 72 percent of the freshmen as being *very descriptive*. Between 50 and 57 percent of the freshmen responded similarly to:

Peer pressure
Sexual desire
Illness.

The four "able to cope" traits that were least descriptive of the freshmen were:

Loneliness
Anger
Fear
Disappointment.

Forty-three to 46 percent of the freshmen indicated that ability to cope with these events was *very descriptive* of them.

Juniors

Three years later, traits that were most descriptive of the group remained generally the same. Slightly more than one-half of the juniors stated that the following characteristics were *very descriptive* of them:

TABLE 5.3 DESCRIPTION OF SELF IN 1973 AND 1976 - ABILITY TO COPE TRAITS

ABILITIES	Degree of Descriptiveness: Very Descriptive 1973 N	1973 %	Very Descriptive 1976 N	1976 %	Somewhat Descriptive 1973 N	1973 %	Somewhat Descriptive 1976 N	1976 %	Not at All Descriptive 1973 N	1973 %	Not at All Descriptive 1976 N	1976 %	Total[a] N	1973 M	1973 SD	1976 M	1976 SD	Mean[b] Change
Ability to cope with:																		
Success[c]	195	72	146	54	66	24	122	45	11	4	4	2	272	2.68	.55	2.52	.53	-.16
Competition[c]	178	65	125	45	83	30	128	46	15	5	23	8	276	2.59	.59	2.37	.63	-.22
Finances	174	63	152	55	88	32	110	40	13	5	13	5	275	2.58	.58	2.51	.59	-.08
Peer pressure	155	57	144	53	99	36	115	42	20	7	15	6	274	2.49	.63	2.47	.60	-.02
Sexual desire	140	52	122	45	115	42	127	47	16	6	22	8	271	2.46	.61	2.37	.63	-.09
Illness	136	50	141	52	103	38	107	39	33	12	24	9	272	2.38	.69	2.43	.65	.05
Disappointment	126	46	108	39	120	43	151	55	31	11	18	7	277	2.34	.67	2.33	.59	-.01
Fear	118	43	101	37	123	45	150	55	34	12	24	9	275	2.31	.68	2.28	.61	-.03
Anger	118	43	91	33	109	40	158	57	49	18	27	10	276	2.25	.74	2.23	.61	-.02
Loneliness[c]	120	44	83	30	98	36	143	52	57	21	49	18	275	2.23	.77	2.12	.68	-.11

Note. Mean differences were calculated according to the following scale: 1 = not at all descriptive; 2 = somewhat descriptive; 3 = very descriptive. Statistical differences among the mean responses of (a) the 1973 and 1976 sample and (b) men and women were analyzed by analysis of variance techniques.

[a]Total number of respondents for both years.

[b]Difference of means between 1973 and 1976. A positive value indicates that the trait was more descriptive of the overall sample in 1976 than in 1973. A negative value indicates that the trait was less descriptive in 1976 than in 1973.

[c]Responses of the total sample in 1976 differed significantly from responses in 1973.

Ability to cope with: finances
success
peer pressure
illness.

Forty-five percent perceived themselves as able to cope well with:

Competition
Sexual desire.

The four traits that were least descriptive of the sample were the same in both years. Between 30 and 39 percent indicated that their ability to cope with the following was *very descriptive* of them:

Disappointment
Fear
Anger
Loneliness

It seems unfortunate that between seven and 18 percent of the juniors indicated that they were *not at all* capable of coping with these four events. It is equally distressing that after three years of college, only a little more than half the students, at best, were able to cope very well with any of the vital aspects of life listed in this section.

Changes

Of the "able to cope" traits, none was more descriptive of the students as juniors than as freshmen. However, three were less descriptive. They were:

Ability to cope with: success
competition
loneliness.

The percentage of students who described themselves as able to cope well with these factors decreased an average of 17 percent. As freshmen, 72 percent considered themselves able to cope well with Success. Three years later, only 54 percent responded similarly. Sixty-five percent of the freshmen indicated that they were able to cope well with Competition, while 45 percent stated the same as juniors. The percentage of students who considered themselves as able to cope

well with Loneliness decreased from 44 to 30 percent by the end of their junior year. These figures are not encouraging. If the university is to improve the retention rate of students and the quality of their lives, it appears that more must be done to help students deal with the pressures of college life.

CHANGE AND REASONS FOR CHANGE

The students indicated how they had changed from their freshman to junior years relative to the 28 personal characteristics listed. For each, they indicated whether or not there was a change, and if there was a change whether it was an increase (e.g., you feel more responsible) or decrease. The respondents selected, from a list of 20 reasons (see Appendix), those that contributed the most to each change. Experiences that previous research indicated were the most influential or meaningful during college were included in the list of reasons. For each reason, the negative of that reason was also presented. For example, students had the option of choosing between *establishment of an intimate, loving relationship* or *not having established an intimate, loving relationship.*

Traits were analyzed again by "positive," "negative," and "able to cope" categories.[1] Reasons that students gave for having experienced *no change* will not be discussed; they are too difficult to interpret and do not seem to be very meaningful. Also, only the five most frequently cited reasons for change will be discussed.

The five most frequently cited reasons for the positive traits being more descriptive of students after three years were, in order (Table 5.4):

Exposure to and understanding of a variety of people with diverse interests, values, and backgrounds

Increased understanding of my strengths and weaknesses

[1] In this section of the analysis, the trait, Self-disciplined, was omitted because of a card-punching error.

TABLE 5.4 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN MORE

REASONS FOR CHANGE[a]	TOTAL	Attributes: Considerate of Others N	Considerate of Others %	Sense of Humor N	Sense of Humor %	Responsible N	Responsible %	Honest N	Honest %
Understanding others	392	61	22[b]	29	10	5	2	5	2
Understanding self	223	4	1	12	4	34	12	5	2
Positive reaction to academic environment	190	0	0	3	1	19	7	0	0
Having friends	148	14	5	27	10	3	1	6	2
Understanding own values	135	1	1	4	1	23	8	20	7
Living away from home	117	3	1	0	0	40	14	0	0
Having a loving relationship	68	7	3	2	1	7	3	4	1
Other	57	5	2	7	3	7	3	3	1
Participation in clubs	50	0	0	3	1	11	4	2	1
Positive relationship with family	19	1	1	0	0	5	2	2	1
Association with teachers	17	0	0	0	0	1	1	0	0
Not understanding self	14	0	0	1	1	0	0	0	0
Negative reaction to academic environment	6	0	0	0	0	0	0	0	0
Living at home	6	0	0	0	0	0	0	0	0
No participation in clubs	5	0	0	0	0	0	0	0	0
Not understanding own values	3	0	0	0	0	2	1	0	0
Not having friends	2	0	0	0	0	0	0	0	0
Having no loving relationship	2	0	0	0	0	0	0	0	0
Not understanding others	1	0	0	0	0	0	0	0	0
Poor relationship with family	1	0	0	1	1	0	0	0	0
No association with teachers	0	0	0	0	0	0	0	0	0
No reason or blank	113	5	2	8	3	15	5	3	1

[a]Non-abbreviated version of each reason is given in the Appendix.

POSITIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN

Attributes																	
Good-natured		Self-confident (intellectually)		Self-confident (socially)		Independent		Enthusiastic		Insightful		Creative		Open to Ideas		Open to Experiences	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	4	11	4	40	14	6	2	5	2	36	13	9	3	89	32	85	30
4	1	33	12	24	9	40	14	5	2	22	8	17	6	12	4	11	4
1	1	60	21	0	0	5	2	17	6	26	9	25	9	21	8	13	5
21	8	2	1	29	10	3	1	9	3	8	3	2	1	8	3	16	6
3	1	11	4	6	2	27	10	8	3	9	3	4	1	8	3	11	4
0	0	1	1	4	1	56	20	2	1	3	1	1	1	1	1	6	2
3	1	1	1	22	8	6	2	3	1	1	1	1	1	3	1	8	3
6	2	5	2	5	2	4	1	5	2	4	1	3	1	2	1	1	1
2	1	0	0	4	1	6	2	3	1	4	1	5	2	3	1	7	3
2	1	0	0	0	0	6	2	1	1	1	1	1	1	0	0	0	0
0	0	5	2	0	0	1	1	3	1	2	1	3	1	2	1	0	0
1	1	3	1	4	1	1	1	2	1	2	1	0	0	0	0	0	0
0	0	2	1	0	0	0	0	1	1	0	0	1	1	1	1	1	1
0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	2	1
0	0	0	0	2	1	1	1	0	0	0	0	0	0	0	0	2	1
0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0
0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	2	8	3	14	5	12	4	9	3	11	4	6	2	8	3	9	3

[b]Interpretation of the table: e.g., in the first row under the trait Considerate of others, 61 people or about 22 percent of the sample indicated that they were more considerate of others after three years of college because of a better understanding of others.

Positive reaction to being in an academic environment; reading books, taking courses, etc.

Having close friendships

Understanding and articulation of my values and priorities.

Exposure to and understanding a variety of people was by far the most frequently given reason for positive traits being more descriptive after three years of college.

The five most frequently cited reasons for the negative traits being more characteristic of students were, in order of highest frequency, (Table 5.5):

Negative reaction to being in an academic environment, reading books, taking courses, etc.

Exposure to and understanding of a vareity of people with diverse interests, values, and backgrounds

Other

Difficulty understanding and being aware of my strengths and weaknesses

Lack of understanding and articulation of my values and priorities.

It is interesting that a negative reaction to the academic environment has such a dynamic effect on students. Also, difficulty in understanding one's self and values seems to hinder one's personal development.

The five most frequently cited reasons for the "ability to cope" traits being more descriptive of students after three years were, in order of highest frequency, (Table 5.6):

Increased understanding and awareness of my strengths and weaknesses

Understanding and articulation of my values and priorities

Positive reaction to being in an academic environment; taking courses, reading books, etc.

Establishment of an intimate, loving relationship

Having close friendships.

By far the most commonly mentioned reason for an increase in ability to cope was Understanding and awareness of my strengths and weaknesses. It was also the second most frequently mentioned reason for an increase in "positive"

TABLE 5.5 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN MORE NEGATIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN

REASONS FOR CHANGE[a]	Total	ATTRIBUTES							
		Moody		Procrastinating		Critical of Others		Pessimistic	
		N	%	N	%	N	%	N	%
Negative reaction to academic environment	56	14	5[b]	24	9	4	1	14	5
Understanding others	26	1	1	1	1	19	7	5	2
Other	23	10	4	2	1	2	1	9	3
Not understanding self	20	11	4	4	1	0	0	5	2
Not understanding own values	18	6	2	6	2	1	1	5	2
Understanding self	17	7	3	1	1	3	1	6	2
Understanding own values	16	2	1	0	0	13	5	1	1
Having friends	10	2	1	3	1	5	2	0	0
Not understanding others	8	0	0	0	0	7	3	1	1
Positive reaction to academic environment	5	0	0	1	1	2	1	2	1
Living away from home	4	1	1	2	1	1	1	0	0
Having a loving relationship	4	3	1	1	1	0	0	0	0
Participation in clubs	4	1	1	0	0	1	1	2	1
Living at home	3	2	1	0	0	0	0	1	1
Not having friends	3	2	1	0	0	0	0	1	1
Having no loving relationship	3	2	1	0	0	1	1	0	0
Poor relationship with family	2	0	0	1	1	1	1	0	0
Association with teachers	1	0	0	0	0	0	0	1	1
No participation with clubs	1	0	0	1	1	0	0	0	0
No association with teachers	1	0	0	0	0	1	1	0	0
Positive relationship with family	0	0	0	0	0	0	0	0	0
No reason or blank	41	11	4	8	3	13	5	9	3

[a]Non-abbreviated version of each reason is given in the Appendix.

[b]Interpretation of table: e.g., in the first row under the trait Moody, 14 people or about 5 percent of the sample indicated that they were more moody after three years of college because of a negative reaction to the academic environment.

TABLE 5.6 REASONS WHY STUDENTS DESCRIBED THEMSELVES AS BETTER

REASONS FOR CHANGE[a]	TOTAL	TRAITS: ABILITY TO COPE WITH: Disappointment N	Disappointment %	Competition N	Competition %	Loneliness N	Loneliness %
Understanding self	300	51	18[b]	36	18	25	9
Understanding own values	135	14	5	14	5	7	3
Positive reaction to academic environment	120	9	3	39	14	1	1
Having a loving relationship	105	5	5	0	0	19	7
Having friends	93	14	5	2	1	22	8
Living away from home	79	7	3	0	0	6	2
Other	76	6	2	7	3	5	2
Understanding others	58	1	1	5	2	3	1
Negative reaction to academic environment	24	6	2	4	1	0	0
Positive relationship with family	15	1	1	0	0	1	1
Participation in clubs	14	1	1	5	2	0	0
Living at home	10	0	0	1	1	0	0
Association with teachers	9	0	0	0	0	0	0
Not understanding own values	5	0	0	0	0	0	0
Not having friends	5	0	0	0	0	3	1
Having no loving relationship	5	0	0	0	0	3	1
Not understanding self	4	1	1	1	1	0	0
No participation in clubs	3	0	0	1	1	1	1
Not understanding others	2	1	1	1	1	0	0
No association with teachers	2	0	0	1	1	0	0
Poor relationship with family	0	0	0	0	0	0	0
No reason or blank	135	8	3	13	5	10	4

[a]Non-abbreviated version of each reason is given in Appendix.

ABLE TO COPE AS JUNIORS THAN AS INCOMING FRESHMEN

TRAITS															
Illness		Anger		Sexual Desire		Peer Pressure		Academic Pressure		Fear		Success		Finances	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
19	7	31	11	14	5	31	11	29	10	35	13	21	8	8	3
3	1	7	3	12	4	21	8	16	6	3	1	16	6	22	8
0	0	0	0	0	0	5	2	52	19	3	1	6	2	5	2
3	1	6	2	61	22	0	0	2	1	5	2	2	1	2	1
3	1	10	4	7	3	21	8	5	2	7	3	1	1	1	1
14	5	3	1	2	1	1	1	1	1	7	3	1	1	37	13
7	3	8	3	5	2	8	3	6	2	6	2	8	3	10	4
3	1	15	5	3	1	18	6	3	1	3	1	4	1	0	0
0	0	2	1	1	1	0	0	10	4	1	1	0	0	0	0
4	1	2	1	0	0	1	1	0	0	1	1	2	1	3	1
0	0	1	1	0	0	4	1	0	0	0	0	2	1	1	1
1	1	1	1	0	0	0	0	0	0	0	0	0	0	7	3
0	0	1	1	1	1	0	0	7	3	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	1	1	2	2	2	2
1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0
0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0
0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	5	15	5	11	4	11	4	13	5	11	4	11	4	18	6

[b]Interpretation of the table: e.g., in the first row under the trait Disappointment, 51 people or about 18 percent of the sample indicated that they were better able to cope with disappointment after three years of college because of an increased understanding of self.

personal characteristics. Not surprisingly, it appears that understanding one-self is a necessary ingredient for personal growth. Reaction to the academic environment is also an influential factor. For the "positive" and "able to cope" traits, a positive reaction contributes to a positive change. However, for the "negative" traits, a negative reaction to the academic environment contributes to a lack of development. If the academic environment is capable of having such a range of effects on students, than a closer examination of what those influential factors are could be a first step toward improving the quality of student life.

The five reasons most frequently cited for the positive traits being less descriptive of students after three years were, in order of highest frequency (Table 5.7, pg. 68):

Negative reaction to being in an academic environment

Other

Increased understanding and awareness of my strengths and weaknesses

Exposure to and understanding of a variety of people with diverse interests, values, and backgrounds

Difficulty understanding and being aware of my strengths and weaknesses

It is important to point out again the adverse effect that a negative reaction to the academic environment has on students. Two of the reasons that were cited as contributing to an increase in descriptiveness of the positive traits were also responsible for a decrease in descriptiveness. Regardless of the direction in which the change takes place, it appears that understanding one's self and others are important and, possibly, necessary occurrences for personal change.

The five most frequently cited reasons for the negative traits being less descriptive of students after three years were, in order of highest frequency (Table 5.8, pg. 70):

Increased understanding and awareness of my strengths and weaknesses

Exposure to and understanding a variety of people with diverse backgrounds, interests, and values

Understanding and articulation of my values and priorities

Positive reaction to being in an academic environment

Other

Finally, students gave a reason that contributed most to a decrease in the "ability to cope" traits. The five most frequently cited reasons were, in order of highest frequency (Table 5.9, pg. 72):

Negative reaction to being in an academic environment

Not having established an intimate, loving relationship

Other

Establishment of an intimate, loving relationship

Increased understanding and awareness of my strengths and weaknesses

SUMMARY

As incoming freshmen, and again as second-semester juniors, students were asked to describe themselves relative to a number of personal characteristics. In both years, the sample as a whole revealed a positive description of themselves. However, a comparison of responses shows that a greater number of traits were significantly less descriptive of the students, than were more desdescriptive of them after three years. Unfortunately, students indicated that they were more pessimistic, less enthusiastic, less self-disciplined, and less open to ideas. Furthermore, they were less able to cope with competition, loneliness, and success. Yet, it is encouraging to know they also were more socially self-confident, independent, and considerate of others.

In terms of sex differences, men and women differed significantly on three variables. Men's intellectual self-confidence and moodiness decreased over three years, while women's increased. In terms of social self-confidence, both

TABLE 5.7 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN LESS

REASONS FOR CHANGE[a]	Total	Attributes: Considerate of Others N	Considerate of Others %	Sense of Humor N	Sense of Humor %	Responsible N	Responsible %	Honest N	Honest %
Negative reaction to academic environment	52	3	1[b]	2	1	1	1	4	1
Other	29	3	1	3	1	1	1	2	1
Understanding self	27	1	1	1	1	3	1	1	1
Not understanding self	23	0	0	1	1	0	0	0	0
Understanding others	22	6	2	1	1	0	0	3	1
Having friends	15	1	1	1	1	0	0	1	1
Understanding own values	11	1	1	1	1	1	1	3	1
Not understanding own values	9	0	0	0	0	1	1	4	1
Living away from home	9	0	0	0	0	3	1	0	0
Not understanding others	9	1	1	0	0	0	0	0	0
Not having friends	8	3	1	1	1	0	0	0	0
No participation in clubs	7	0	0	0	0	0	0	0	0
Having a loving relationship	6	0	0	1	1	1	1	1	1
Not having a loving relationship	4	0	0	0	0	0	0	0	0
Positive reaction to academic environment	4	0	0	0	0	0	0	0	0
Living at home	4	0	0	0	0	1	1	0	0
Participation in clubs	2	0	0	0	0	0	0	0	0
Association with teachers	2	0	0	0	0	0	0	0	0
Poor relationship with family	2	1	1	0	0	0	0	0	0
No association with teachers	1	0	0	0	0	0	0	0	0
Positive relationship with family	0	0	0	0	0	0	0	0	0
No reason or blank	42	1	1	1	1	2	1	3	1

[a]Non-abbreviated version of each reason is given in the Appendix.

POSITIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN

Attributes																			
Good-natured		Self-confident (intellectually)		Self-confident (socially)		Independent		Enthusiastic		Insightful		Creative		Open to Ideas		Open to Experiences	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4	1	12	4	2	1	0	0	17	6	0	0	5	2	4	1	2	1
4	1	5	2	2	1	0	0	6	2	1	1	2	1	0	0	0	0
3	1	7	3	1	1	5	2	1	1	0	0	2	1	1	1	1	1
1	1	9	3	6	2	2	1	2	1	1	1	1	1	0	0	0	0
0	0	2	1	1	1	0	0	1	1	2	1	0	0	4	1	2	1
1	1	1	1	1	1	1	1	3	1	1	1	0	0	3	1	1	1
0	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	1	1
0	0	3	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	2	1
0	0	1	1	4	1	0	0	0	0	0	0	0	0	2	1	1	1
2	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0
0	0	1	1	2	1	0	0	3	1	0	0	1	1	0	0	0	0
0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	1	1
0	0	0	0	2	1	0	0	2	1	0	0	0	0	0	0	0	0
0	0	2	1	0	0	0	0	1	1	0	0	1	1	0	0	0	0
0	0	0	0	0	0	2	1	1	1	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1
0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0
1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	2	5	2	7	3	0	0	4	1	6	2	4	1	1	1	2	1

[b]Interpretation of the table: e.g., in the first row under the trait Considerate of others, 3 people or about 1 percent of the sample indicated that they were less considerate of others after three years of college because of a negative reaction to the academic environment.

TABLE 5.8 REASONS WHY STUDENTS DESCRIBED THEMSELVES IN LESS NEGATIVE TERMS AS JUNIORS THAN AS INCOMING FRESHMEN

REASONS FOR CHANGE[a]	TOTAL	ATTRIBUTES							
		Moody		Procrastinating		Critical of Others		Pessimistic	
		N	%	N	%	N	%	N	%
Understanding self	43	20	7[b]	9	3	4	1	10	4
Understanding others	31	2	1	0	0	24	9	5	2
Understanding own values	23	1	1	10	4	4	1	8	3
Positive reaction to academic environment	20	1	1	15	5	1	1	3	1
Other	13	4	1	2	1	4	1	3	1
Negative reaction to academic environment	10	3	1	4	1	1	1	2	1
Having friends	10	4	1	2	1	0	0	4	1
Living away from home	9	2	1	3	1	1	1	3	1
Participation in clubs	7	2	1	2	1	1	1	2	1
Not understanding own values	6	2	1	1	1	1	1	2	1
Not understanding self	5	2	1	0	0	0	0	3	1
Having a loving relationship	5	2	1	0	0	0	0	3	1
Positive relationship with family	3	1	1	0	0	0	0	2	1
Not having a loving relationship	1	1	1	0	0	0	0	0	0
No participation in clubs	1	0	0	0	0	0	0	1	1
No association with teachers	1	0	0	1	1	0	0	0	0
Not understanding others	0	0	0	0	0	0	0	0	0
Not having friends	0	0	0	0	0	0	0	0	0
Living at home	0	0	0	0	0	0	0	0	0
Association with teachers	0	0	0	0	0	0	0	0	0
Poor relationship with family	0	0	0	0	0	0	0	0	0
No reason or blank	29	5	2	6	2	9	3	9	3

[a]Non-abbreviated version of each reason is given in the Appendix.

[b]Interpretation of the table: e.g., in the first row under the trait Moody, 20 people or about 7 percent of the sample indicated that they were less moody after three years of college because of a better understanding of self.

men and women increased, but women did so more than men.

Students were also asked to indicate which of twenty reasons contributed most to any change they experienced over three years relative to 28 traits. Increased understanding of self and exposure to a variety of other people were important reasons for the "positive," "negative," and "able to cope" traits being both more descriptive and less descriptive of students after three years of college. In other words, having these experiences was an important, and perhaps necessary, occurrence for personal change, regardless of the direction. Also, reaction to the academic environment was an influential factor in personal development.

The most frequently cited reason for the "positive" and "ability to cope" traits being less descriptive of students was negative reaction to being in an academic environment.

TABLE 5.9 REASONS WHY STUDENTS DESCRIBED THEMSELVES AS LESS

REASONS FOR CHANGE[a]	TOTAL	TRAITS: ABILITY TO COPE WITH:	Disappointment N	Disappointment %	Competition N	Competition %	Loneliness N	Loneliness %
Negative reaction to academic environment	45		5	2[b]	9	3	0	0
Not having a loving relationship	34		1	1	0	0	7	3
Other	33		5	2	4	1	2	1
Having a loving relationship	27		1	1	0	0	10	4
Not understanding self	13		2	1	0	0	2	1
Understanding self	12		2	1	3	1	1	1
Having friends	11		1	1	1	1	2	1
Understanding own values	10		0	0	1	1	0	0
Not understanding others	7		0	0	2	1	1	1
Understanding others	6		0	0	1	1	1	1
Not understanding own values	6		1	1	3	1	0	0
Living away from home	5		1	1	0	0	1	1
Not having friends	5		1	1	0	0	3	1
Living at home	5		0	0	0	0	1	1
Positive reaction to academic environment	4		0	0	1	1	1	1
No participation in clubs	3		0	0	2	1	0	0
Association with teachers	3		0	0	0	0	0	0
No association with teachers	3		0	0	0	0	0	0
Participation in clubs	1		0	0	0	0	0	0
Positive relationship with family	1		0	0	0	0	0	0
Poor relationship with family	1		0	0	0	0	0	0
No reason or blank	27		3	1	5	2	3	1

[a]Non-abbreviated version of each reason is given in the Appendix.

ABLE TO COPE AS JUNIORS THAN AS INCOMING FRESHMEN

TRAITS

Illness		Anger		Sexual Desire		Peer Pressure		Academic Pressure		Fear		Success		Finances	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	1	2	1	0	0	3	1	19	7	2	1	4	1	0	0
0	0	1	1	23	8	0	0	0	0	2	1	0	0	0	0
4	1	3	1	1	1	1	1	8	3	0	0	1	1	4	1
1	1	2	1	10	4	0	0	0	0	1	1	1	1	1	1
1	1	3	1	1	1	1	1	2	1	1	1	0	0	0	0
0	0	0	0	0	0	3	1	1	1	0	0	0	0	2	1
0	0	0	0	1	1	5	2	0	0	0	0	0	0	1	1
1	1	1	1	1	1	2	1	2	1	1	1	1	1	0	0
0	0	1	1	0	0	3	1	0	0	0	0	0	0	0	0
0	0	1	1	2	1	1	1	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
0	0	0	0	1	1	0	0	0	0	1	1	1	1	0	0
0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
0	0	2	1	0	0	0	0	0	0	1	1	0	0	1	1
0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0
0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0
0	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
2	1	4	1	0	0	2	1	4	1	1	1	1	1	2	1

[b]Interpretation of the table: e.g., in the first row under the trait Disappointment, 5 people or about 2 percent of the sample indicated that they were less able to cope with disappointment after three years of college because of a negative reaction to the academic environment.

CHAPTER VI

SUMMARY

A sample of 280 men and women at SUNY/Buffalo completed two questionnaires; the *College Student Perceptions Survey*, in the summer before their freshman year in 1973 and a follow-up form three years later, in the spring of 1976.

The 1973 *College Student Perceptions Survey* (CSPS), administered to incoming freshmen, consists of 305 multiple-choice items concerning several aspects of a student's life: high school experiences, career and educational plans, activities, relationship with family, interpersonal relationships, and self-description.

The three-year follow-up CSPS consists of 301 multiple-choice items, 127 of which are identical, or nearly identical, to questions on the 1973 survey. The present report is based on responses to 103 of those identical items, those covering activities, interpersonal relationships, relationship with parents, and self-description. Also included in this report is an analysis of 55 questions from the 1976 survey that deal with self perceptions of change over a three-year period and reasons for those changes.

A majority of students enjoyed all 13 activities listed. However, the activities enjoyed by the largest percentage of students, as freshmen and juniors, were: Being with others, meeting people, and dating. The least enjoyed activities during both years were Volunteer work and Giving parties. Students enjoyed three activities less after three years of college: Attending parties, meeting people, and dating.

Students, as freshmen and juniors, associated most frequently with, best understood the values of, and were most comfortable with, Peers of the same sex,

and People of a different religion. Generally, the groups of people that juniors and freshmen associated least frequently with, understood the least, and were the least comfortable with, were Teachers outside of class, Elderly people, and People of a different race.

Juniors associated more than they did as freshmen with:

Peers of the same sex
Peers of the other sex
People of a different socioeconomic status
People of a different religion
People of a different race.

They associated less frequently with Small children.

In their understanding of the values of others, students increased significantly during college relative to these groups of people:

Peers of the other sex
Peers of the same sex
People of a different religion
People of a different socioeconomic status
People of a different race
Elderly people
Small children.

Juniors decreased in their understanding of Teachers outside of class.

After three years of college, students were more comfortable with:

Elderly people
Parent of the other sex
Parent of the same sex
Small children.

Students decreased in their comfort with Teachers outside of class.

Freshmen and juniors were most willing to discuss personal feelings with:

Parent of the same sex
Peers of the same sex
Parent of the other sex.

They were least willing to discuss their most personal feelings with Adults of the other sex. However, these juniors were more willing than they were as incoming freshmen to discuss personal feelings with people from all six groups.

As freshmen and as juniors, these students were most willing to discuss important decisions with Peers of the same sex and Peers of the other sex. Again, students were least likely to confide with Adults of the other sex. However, after three years, students were more willing than they were as freshmen to discuss important decisions with people from all six groups.

Generally, students' relationships with their parents were good. Except for Financial help, the majority of students, as freshmen and juniors, indicated that the following traits were descriptive of their relationship with their mother and/or their father:

Love
Interest in welfare
Respect
Loyalty
Humor, fun
Understanding feelings
Acceptance of weaknesses
Acceptance of values and beliefs
Expression of affection
Sharing of interests

Significant changes occurred only in the relationship with the mother. After three years of college, Loyalty and Financial help were more apt to be a mutual aspect of the mother-student relationship.

The five traits that the largest percentage of freshmen and juniors indicated as being *very descriptive* of them were:

Open to ideas
Responsible
Honest

Considerate of others

Open to experiences.

Procrastinating and Pessimistic were the traits that students, as freshmen and as juniors, indicated as being least descriptive of them.

Students changed significantly on several traits after three years of college. Traits that were more descriptive of them as juniors were:

Considerate of others

Independent

Self-confident (socially)

Pessimistic

Traits that were less descriptive of the sample as juniors were:

Open to ideas

Enthusiastic

Self-disciplined

Able to cope with: success
competition
loneliness

The three reasons most often cited by students for these changes in both directions were:

Exposure to and understanding of a variety of people, with diverse interests, values, and backgrounds

Increased understanding and awareness of my strengths and weaknesses

Understanding and articulation of my values and priorities.

Reaction to the academic environment, whether a negative or positive reaction, was also cited frequently as a reason for personal change.

An examination of all the variables in this study reveals no significant change in students' responses after three years of college for the majority of variables (58 out of 103 matched variables). However, students did experience change in several important areas. In their relationships with peers, parents and others, students generally associated more frequently with them, understood

them better and were more comfortable with them. Furthermore, they were more willing to discuss important decisions and personal feelings with them. These factors seem to indicate that these students took advantage of the opportunities they had to interact with a variety of people and, through this interaction, grew in trust, openness and maturity. One notable exception in this area concerned Teachers outside of class. Even though most students had chosen a major by the end of their junior year and presumably had become more involved with the faculty in their respective departments, results showed that students decreased in their understanding of and comfort in association with teachers.

While interpersonal relationships seemed to mature in college, certain personal characteristics seemed to suffer. Students' description of themselves was generally positive. However, in several areas, their experiences over a three-year period seemed to have had adverse effects on them personally. As noted earlier, juniors were more pessimistic, less open to ideas, less enthusiastic and self-disciplined, and they were less able to cope with success, competition and loneliness than they were as freshmen.

Based on these results one might conclude that the university community provided a social milieu that was conducive to interpersonal growth and maturity. However, there is less support for making a similar claim in terms of personal growth. If the university has been negligent in this area, what can it do to enrich the lives of students? Undoubtedly, students learn from others in their environment. If, in fact, they are more pessimistic, less enthusiastic, less open to ideas and less self-disciplined it may be that students were modeling those people with whom they came in contact. Perhaps faculty, administration, staff and students should consider these questions: Is the general attitude of university environment one of enthusiasm or pessimism? Do university personnel display the socially-valued traits of self-discipline and openness to ideas? For example, do teachers return test results on time or encourage the considera-

tion of viewpoints other than their own?

Obviously, an institution is not solely responsible for the social and personal development of its students. Nonetheless, the students in this sample spent the majority of their time between their freshman and juniors years in the university environment. If the university is to continue to improve the quality of students' lives, then these results may serve as guidelines for improvement efforts.

REFERENCES

*Coles, H.W. Characteristics of freshmen associated with retention: a four year follow-up, 1973-1977. Paper presented at the Fifth Annual meeting of the North East Association for Institutional Research, October, 1978 at University Park, Pennsylvania.

Heath, D. Growing Up in College, Jossey-Bass, Inc., San Francisco, 1968.

*Hoelcle, L. In retrospect: the purpose, function and value of a college education. Paper presented at the Fifth Annual meeting of the North East Association for Institutional Research, October, 1978 at University Park, Pennsylvania.

Horrocks, J. The Psychology of Adolescence, Houghton Mifflin Co., Boston, 1962.

Mussen, P., Kagan, J., Conger, J. Child Development and Personality, Harper and Row, New York, 1964.

*Rott, M. Biography of a class: the university experience, fourth year, 1966 freshman class. Publication of the Office of Student Testing and Research, SUNY at Buffalo, Buffalo, New York, 1973.

*Rott, M. Biography of a class: the university experience, third year, 1966 freshman class. Publication of the Office of Student Testing and Research, SUNY at Buffalo, Buffalo, New York, 1972.

*Wolfe, N. Biography of a class: the university experience; the first few weeks; 1967 freshman class. Publication of the Office of Student Testing and Research, SUNY at Buffalo, Buffalo, New York, 1970.

*Wolfe, N. and Claar, J. Biography of a class: the university experience, the second year, 1966 freshman class. Publication of the Office of Student Testing and Research, SUNY at Buffalo, Buffalo, New York, 1971.

*Wyant, H. 1977 senior evaluation of the contribution of their university experience to seven areas of development. Publication of the Office of Student Testing and Research, SUNY at Buffalo, Buffalo, New York, 1979.

---

*Available at the Office of Student Testing and Research, 316 Harriman Library, SUNY at Buffalo, 3435 Main Street, Buffalo, New York 14214.

APPENDIX

The complete version of each reason is listed below.

1A. Having close friendship(s).
1B. Not having had close friendship(s).

2A. Exposure to and understanding of a variety of people with diverse interests, values or backgrounds.
2B. Little exposure to and/or lack of understanding of a variety of people with diverse interests, values or backgrounds.

3A. Increased understanding and awareness of my strengths and weaknesses.
3B. Difficulty understanding and being aware of my strengths and weaknesses.

4A. Understanding and articulation of my values and priorities.
4B. Lack of understanding and articulation of my values and priorities.

5A. Establishment of an intimate, loving relationship.
5B. Not having established an intimate, loving relationship.

6A. Participation in clubs or other organized activities.
6B. Lack of participation in clubs or other organized activities.

7A. Association with one or more teachers either in class or outside class.
7B. Lack of association with teachers either in class or outside class.

8A. Positive reaction to being in an academic environment, taking courses, reading books, etc.
8B. Negative reaction to being in an academic environment, going to class, reading books, etc.

9A. Living away from home.
9B. Living at home.

10A. An improved and more understanding relationship with parents or family.
10B. A poorer and less understanding relationship with parents or family.